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ABSTRACT

A reverse transfer student is one who has transferred from a four-year college or university to a two-year institution. This study was undertaken to determine the nature and characteristics of reverse transfer students enrolled at Seminole Junior College (SJC) and at Valencia Community College (VCC) in Florida. A 52-item questionnaire was sent to 788 reverse transfer students who had been enrolled at SJC and VCC during fall 1973; of these, 328 (42.2 percent) responded. Resulting data presented include: race, sex, age, marital status, method of transportation, state of residency, type of four-year institution attended, time between leaving four-year institution and entering SJC or VCC, number of hours worked, primary sources of financial support, college majors, number of terms of attendance at four-year institutions, credit hour loads, GPA, future academic plans, parental characteristics, and estimated family income. Also presented are reasons for attending a two-year institution and students' perceptions of their levels of preparation, degree to which they had applied themselves, expected levels of student performance, degree to which they had learned, quality of instruction, and services provided at each kind of institution. Pertinent literature is reviewed, recommendations are made, and the questionnaire with tabulated responses and a bibliography are appended. (DC)

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A STUDY OF REVERSE TRANSFER STUDENTS AT SEMINOLE JUNIOR COLLEGE AND VALENCIA COMMUNITY COLLEGE (A PRACTICUM REPORT)

by

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A Practicum Presented to Nova University
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A STUDY OF REVERSE TRANSFER STUDENTS AT SEMINOLE JUNIOR COLLEGE AND VALENCIA COMMUNITY COLLEGE (A PRACTICUM REPORT)

Introduction

Heretofore much attention at the community college level has been devoted to students who transfer from a community college to a four-year college or university, while little attention has been given to those students who transfer from a four-year institution to the community college. If the community college is to meet the needs of all its constituents, it must respond to those special needs and interests of the reverse transfer student (RTS). The essence of the project reported herein was to study the nature and characteristics of the reverse transfer student in the two community colleges serving the greater Orlando metropolitan area. This study was made by administering and analyzing the results of a survey questionnaire to reverse transfer students at Seminole Junior College and Valencia Community College during Session I (September-December) of the 1973-74 academic year.

The heart of this inquiry was whether there is a significant difference in the academic performance, as measured by grade point average (GPA), of the reverse transfer student at the community college compared with the four-year college or university. Is there a commonality among the reasons offered by reverse transfer students for transferring from a four-year institution to a community college? Is there a commonality of demographic characteristics

which might explain any difference in academic performance between the four-year institution and the community college? Is there a commonality in the perceptions of reverse transfer students with regard to the difference in their academic performance at the four-year institution and at the community college? To what extent do the differences vary between community colleges in the same metropolitan area?

Background and Significance

With the implementation of Florida's Master Plan for community colleges--providing for a community college within commuting distance of every student in the state--the number of students transferring from four-year colleges and universities to the community college has rapidly increased. However, much of the focus of student personnel services within community colleges is on those students who enroll in a community college and transfer to a four-year institution. Very little attention is paid to those students who first enroll in a four-year institution and later transfer to the community college. This phenomenon is especially reflected in the paucity of literature on the reverse transfer student. For example, Patricia Cross's excellent comparative study (1968) of high school graduates, community college students and four-year college students does not consider the reverse transfer student.

Studies on reverse transfer students generally date from 1966 and place an emphasis on reasons for their academic difficulty at the four-year institution. These studies were reviewed by Preus and Swaim (1974) and reported as follows. In Winstead's study (1966) of 191 economically, socially and educationally

disadvantaged students in two California community colleges, a majority indicated their main problem was making suitable academic adjustment at the four-year institution. The results of a study by Muck and Undem (1966) showed that of the reverse transfer students entering El Camino (California) College on academic probation, over 70 percent were removed from that status at the end of the probation period. Meadows and Ingle's study (1968) revealed that reverse transfer students are equal or superior to native freshman students with respect to their grade-point averages. Swaim's study (1972) of 323 "low-grade" reverse transfer students at Southern Baptist College (Arkansas) from 1960-70 revealed a significant change from a mean pre-transfer GPA of 1.14 to a post-transfer GPA of 2.24. Carter and Schultz (1971) reported that of the 121 reverse transfer students who left Florida State University in academic difficulty (48 percent below 2.00; A = 4.00), 74 percent in their second enrollment attained a GPA of 2.00. Preus and Swaim concluded from the above studies that a lack of sufficient scholastic ability was not the primary reason for the academic failure of the reverse transfer student at the four-year college, and that the community college has an important salvage function in providing these students a second opportunity for higher education.

Other studies revealed that academic difficulty is but one of many potential reasons four-year students transfer to the community college. Studies such as Trent and Medsker's (1968) suggest that the environment and operations of the college have more to do with individuals withdrawing from the four-year institution than does academic performance. Studies by Panos and Astin (1967) and Cope and Hewitt (1969) suggest that individual personal characteristics arising from social, emotional, economic and academic factors are also causes

for a student's decision to withdraw.

In a recent study of reverse transfer students in Iowa, Kuznik et. al. (1974) suggest that in addition to academic failure and financial cost, the lack of personalization at the four-year institution is a factor in an individual's transfer to the community college. In a survey of 315 Iowa reverse transfer students who ranked above the mean of community college students on the national ACT examination (1970), 61 percent reported they were more satisfied with the community college than the four-year college. Instructors at the community college, as compared with instructors at the four-year college, were perceived to encourage more student discussion, to be more available for counseling, to take a more personal interest in students, to like their students more, to encourage greater student participation in the classroom, to keep students informed of what was expected of them, to keep track of students' daily progress and current assignments, to be more willing to help students with difficult questions, and to be better in stimulating thinking among students.

The number of students transferring from the four-year institution to the community college is dramatically increasing. Kuznik et. al. report that the Illinois Council on Articulation found that in 1970, community colleges were receiving as many transfers from the four-year colleges and universities as they sent. Such a trend is of great importance for student personnel services and the academic program at the community college. Some suggest that there is no significant difference between the reverse transfer students and those who initially enroll at the community college. Others feel that in the reverse transfer student the community college has a new client constituency with special needs to be

served. Their increased numbers, the challenge of meeting their special needs, the inherent problems of articulation between the four-year institutions and the community colleges, and the paucity of literature on these concerns are reasons why a formal inquiry and the compiling of current data on the reverse transfer student are important ~~at~~ this time.

The study reported herein is based on a survey of reverse transfer students enrolled at two community colleges--Seminole Junior College and Valencia Community College--in the greater Orlando metropolitan area during Session I, 1973-74. The results from the survey were studied and analyzed with a view toward making recommendations for the future planning and development of programs at these institutions to meet the needs of the reverse transfer student.

It was hypothesized that there is a significant improvement in the academic performance, as measured by grade point average, of the reverse transfer student at the community college compared with the four-year institution. It was hypothesized that there is a commonality among the reasons offered by reverse transfer students for transferring from the four-year institution to the community college and that there is a commonality among the demographic characteristics of reverse transfer students and their perceptions with regard to the difference in their performance at both institutions. Finally, it was hypothesized that there would be no significant differences between reverse transfer students at Seminole Junior College and Valencia Community College.

Procedures

Valencia Community College's Data Processing Center generated a list

of all reverse transfer students after the add and drop period during Session I, 1973-74. This screening process generated a list of 460 reverse transfer students at Valencia Community College during Session I. Seminole Junior College furnished a list of 318 reverse transfer students for a combined sample size of 778.

A survey questionnaire of fifty-two items aimed at obtaining demographic, academic and perceptual data on the reverse transfer student was developed in cooperation with Nova University. The questionnaire, a coded answer sheet for each institution, and a cover letter were mailed to all reverse transfer students on February 19, 1974. Follow-up questionnaires were mailed on March 6 to those students who had not responded to the first questionnaire. A follow-up postcard was mailed on March 18 to remaining reverse transfer students who had not returned either questionnaire. All response sheets were returned to RTS Survey, Valencia Community College. The number of respondents to the questionnaire received by March 29, 1974, was 166 or 36.1 percent for Valencia Community College, 162 or 50.9 percent for Seminole Junior College, and a combined total of 328 or 42.2 percent.

Each respondent's answer sheet responses were transposed to two IBM mark-sense cards using an electrographic pencil. The IBM cards were mailed to Nova University, which provided a computer printout of the results that included a numerical tabulation of the option responses for each of the questionnaire items, a percentage for each response frequency, the mean response to each item, and a matrix correlation of all fifty-two items.

The data were arranged and reported according to the following areas of interest: demographic factors of reverse transfer students; demographic,

academic and perceptual factors concerning the four-year institution attended; demographic, academic and perceptual factors concerning Valencia Community College and Seminole Junior College; and perceptual comparisons of the four-year and the two-year experiences. The data were reported by independent totals for Seminole, Valencia, and combined totals for both institutions. Comparisons were made between the responses of reverse transfer students at Seminole and Valencia. The report was summarized by detailing the typical reverse transfer student at Valencia Community College and Seminole Junior College.

Presentation and Analysis of Data

Three hundred and twenty-eight (328) Seminole Junior College and Valencia Community College students represent the total sample of the reverse transfer students who returned the questionnaire. The combined breakdown of those responding shows that there were 206 males and 119 females (Item 1).[1] Of this population, 90.9 percent are Caucasian and 2.7 percent are Afro-American (Item 2).

Approximately half (53.4 percent) of the respondents are married (Item 4, Table 1) and 54.6 percent have no children (Item 5, Table 2). Nearly forty percent (39.3 percent) are single and 7.3 percent are divorced, separated or widowed. Fifty-three (53.0) percent of the reverse transfer students are head of the household (Item 3).

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[1] See Appendix 2 for statistics not shown in table form.

TABLE 1

ITEM 4

MARITAL STATUS OF TWO-YEAR STUDENTS

Marital Status	Single	Married	Divorced Separated	Widowed
Seminole	32.1%	59.3%	4.9%	3.7%
Valencia	46.4%	47.6%	5.4%	0.6%
Combined	39.3%	53.4%	5.2%	2.1%

TABLE 2

ITEM 5

TWO-YEAR COLLEGE STUDENTS WITH CHILDREN

Number	0	1	2	3	4	5	6	7 or more
Seminole	54.3	8.6%	17.3%	6.8%	3.7%	3.7%	0	1.2%
Valencia	54.8%	13.9%	12.0%	7.8%	3.0%	1.2%	0	0.0%
Combined	54.6%	11.3%	14.6%	7.3%	3.4%	2.4%	0	0.6%

Public transportation is not available to either Seminole or Valencia, and as a result ninety percent (89.9 percent) of the reverse transfer students commute to the campuses by personal car or truck, with 4.3 percent indicating that they are members of a car pool. Since both colleges are located outside the inner city, almost no students walk (0.9 percent). Motorcycle and business vehicles make up most of the remaining modes of transportation (Item 23, Table 3).

The completed Master Plan for community colleges in Florida has placed a college within commuting distance of 99.0 percent of the population. As a result, 95.4 percent of the students are legal residents of the state (Item 6).

Since Florida is a leading state for tourism, it was surprising to discover that nearly half (48.2 percent) of the reverse transfer students have been residents of the state for ten years or more (Item 7, Table 4).

TABLE 3

ITEM 23

MAIN SOURCE OF TRANSPORTATION AT TWO-YEAR COLLEGE

Transportation	Walking	Personal Car or Truck	Car Pool	College Transportation	Public Transportation	Bicycle	Taxi	Motor-Cycle	Business Vehicle
Seminole	1.9%	90.1%	4.9%	0	0	0.6%	0	0.6%	0.6%
Valencia	0	89.8%	3.6%	0	0.6%	0	0	1.8%	3.0%
Combined	0.9%	89.9%	4.3%	0	0.3%	0.3%	0	1.2%	1.8%

TABLE 4

ITEM 7

LENGTH OF TIME TWO-YEAR STUDENTS WERE RESIDENTS OF FLORIDA

TIME	Less than 6 months	6 months, but less than 1 year	1 to 2 years	2 to 5 years	5 to 10 years	10 years or more
Seminole	0	1.2%	9.9%	24.7%	16.0%	46.9%
Valencia	1.2%	3.0%	10.2%	18.1%	15.7%	49.4%
Combined	0.6%	2.1%	10.1%	21.3%	15.9%	48.2%

In the majority (73.5 percent) of instances, the RTSs entered the four-year college/university prior to age twenty-one (Item 10, Table 5). Of those entering such institutions, 8.5 percent were thirty years old or older. Three-fourths (76.2 percent) of the students attended public--as opposed to private--four-year colleges/universities (Item 11, Table 6).

TABLE 5

ITEM 10

AGE AT ENTRANCE TO FOUR-YEAR COLLEGE/UNIVERSITY

Age	17 or below	18	19-20	21-24	25-29	30-34	35-39	40-49	50 or Over
Seminole	17.3%	40.1%	16.7%	9.9%	4.3%	6.2%	1.9%	2.5%	0
Valencia	16.3%	38.6%	18.1%	13.3%	6.0%	4.8%	1.2%	0.6%	0
Combined	16.8%	39.3%	17.4%	11.6%	5.2%	5.5%	1.5%	1.5%	0

TABLE 6

ITEM 11

TYPE OF FOUR-YEAR COLLEGE/UNIVERSITY ATTENDED

Type	In-State Public	Out-of-State Public	In-State Private	Out-of-State Private
Seminole	47.5%	31.5%	8.6%	11.1%
Valencia	42.2%	31.3%	10.8%	15.1%
Combined	44.8%	31.4%	9.8%	13.1%

It was interesting that 44.8 percent of the RTSs had a lapse of time of more than twenty-one months between leaving the four-year college/university last attended and entering the two-year college. A tenth (10.1 percent) of the students came to the community/junior college less than one month after leaving the four-year institution (Item 24, Table 7).

A plurality (27.1 percent) of the students fall in the twenty-one to twenty-four age range, while 17.3 percent are over forty (Item 8, Table 8). Their ages when they first entered the community/junior colleges, however, for the most part (24.7 percent) fell between nineteen and twenty. Only 1.5 percent entered the two-year college at age seventeen or less (Item 9, Table 8).

TABLE 7

ITEM 24

LAPSE OF TIME IN MONTHS BETWEEN LEAVING THE FOUR-YEAR COLLEGE/ UNIVERSITY LAST ATTENDED AND ENTERING THE TWO-YEAR COLLEGE

Number of Months	Less than 1 month	1 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 21	22 or more
Seminole	9.9%	12.3%	8.0%	6.8%	4.9%	5.6%	2.5%	1.2%	46.9%
Valencia	10.2%	17.5%	7.8%	7.2%	4.8%	3.0%	2.4%	2.4%	42.8%
Combined	10.1%	14.9%	7.9%	7.0%	4.9%	4.3%	2.4%	1.8%	44.8%

TABLE 8

ITEMS 8 and 9

AGE OF TWO-YEAR STUDENTS WHEN FIRST ENTERED

TWO-YEAR COLLEGE AND THEIR PRESENT AGE

	Age	17 or less	18	19 - 20	21 - 24	25 - 29	30 - 34	35 - 39	40 - 49	50 or over
Seminole	Present	0.0%	0.6%	20.4%	24.1%	19.1%	8.0%	7.4%	17.3%	3.1%
	Entered	1.9%	9.9%	22.8%	20.4%	12.3%	6.8%	9.3%	14.8%	1.9%
Valencia	Present	0.0%	1.2%	22.9%	30.1%	16.9%	9.6%	4.8%	12.0%	2.4%
	Entered	1.2%	14.5%	26.5%	21.7%	13.3%	7.8%	2.4%	10.8%	1.8%
Combined	Present	0.0%	0.9%	21.6%	27.1%	18.0%	8.8%	6.1%	14.6%	2.7%
	Entered	1.5%	12.2%	24.7%	21.0%	12.8%	7.3%	5.8%	12.8%	1.8%

The decision to attend Seminole or Valencia was made by most (24.4 percent) of the RTSs because it was close to home, followed closely (23.5 percent) by the reason of special programs or courses offered (Item 27, Table 9). Low cost was the next prominent reason (12.8 percent). A surprisingly small percentage (11.6 percent) admitted academic problems at the four-year school or inability to return to the four-year school. Next to special programs and courses offered (30.2 percent), their reason for choosing to enroll in the four-year college/university last attended was academic reputation (17.1 percent). The least mentioned reason was size of the college (4.3 percent) (Item 26, Table 9).

TABLE 9

ITEMS 26 and 27

CRITERIA FOR SELECTION OF A FOUR-YEAR COLLEGE/UNIVERSITY AND A TWO-YEAR COLLEGE

	Criteria	(1) Academic Reputation	(2) Campus Atmosphere	(3) Parents/ Relatives	(4) Special Programs/ Courses Offered	(5) Friends Attending
Seminole	Four-year	15.4%	6.8%	7.4%	25.3%	4.3%
	Two-year	8.6%	1.2%	0.6%	20.4%	1.9%
Valencia	Four-year	18.7%	4.8%	3.6%	34.9%	7.2%
	Two-year	5.4%	4.2%	0.0%	26.5%	0.0%
Combined	Four-year	17.1%	5.8%	5.5%	30.2%	5.8%
	Two-year	7.0%	2.7%	0.3%	23.5%	0.9%

	Criteria	(6) Size of College	(7) Low Cost	(8) Away from Home	(9) Opportunity To Work	(10) Academic Problems at 4-yr. school	(11) Closeness To Home
Seminole	Four-year	3.1%	14.2%	7.4%	8.0%	0.0%	0.0%
	Two-year	0.0%	13.6%	0.0%	13.0%	10.5%	24.7%
Valencia	Four-year	5.4%	7.2%	8.4%	2.4%	0.0%	0.0%
	Two-year	.0%	12.0%	0.0%	9.6%	12.7%	24.1%
Combined	Four-year	4.3%	10.7%	7.9%	5.2%	0.0%	0.0%
	Two-year	0.0%	12.8%	0.0%	11.3%	11.6%	24.4%

The survey reveals two dominant groups of students with regard to the number of hours worked per week--those who do not work and those who work thirty-five or more hours per week. At Seminole 15.4 percent of the students indicated they do not work, while 57.4 percent work thirty-five or more hours per week. At Valencia 18.1 percent indicated they do not work and 51.2 percent indicated they work thirty-five or more hours weekly.

This work pattern was not true at the four-year college/university, where 34.6 percent of the Seminole RTSs indicated they did not work and an identical 34.6 percent worked thirty-five or more hours per week. While 40.4 percent of Valencia's RTSs did not work at the four-year college/university, 27.7 percent indicated they worked thirty-five or more hours per week.

The combined totals for two-year students who do not work was 16.8 percent, while 54.3 percent work thirty-five or more hours per week. The combined totals at the four-year college/university indicated 37.5 percent did not work, but 31.1 percent worked thirty-five or more hours weekly (Items 21 and 22, Table 10).

TABLE 10

ITEMS 21 AND 22

HOURS WORKED PER WEEK AT FOUR-YEAR COLLEGE/UNIVERSITY AND AT TWO-YEAR COLLEGE

Number	None	1-5	6-10	11-15	16-20	21-25	26-30	31-35	35 or over
Seminole									
Four-year	34.6%	4.3%	1.9%	3.1%	4.3%	7.4%	6.8%	2.5%	34.6%
Two-year	15.4%	3.1%	0.6%	3.1%	6.8%	5.6%	3.7%	3.1%	57.4%
Valencia									
Four-year	40.4%	3.0%	3.0%	3.0%	6.0%	5.4%	6.6%	3.6%	27.7%
Two-year	18.1%	1.2%	1.2%	1.8%	7.2%	6.0%	7.2%	4.8%	51.2%
Combined									
Four-year	37.5%	3.7%	2.4%	3.0%	5.2%	6.4%	6.7%	3.0%	31.1%
Two-year	16.8%	2.1%	0.9%	2.4%	7.0%	5.8%	5.5%	4.0%	54.3%

With regard to primary sources of financial assistance, 43.8 percent of the students at Seminole indicated personal, followed by 22.2 percent Veterans Administration, 17.3 percent parents, and 11.1 percent spouse. At Valencia 47.6 percent indicated personal, 24.1 percent Veterans Administration, 14.5 percent parents, and 9.6 percent spouse.

At the four-year college/university the primary financial source for Seminole RTSs was 38.3 percent parents, 32.1 percent personal, and 14.8 percent Veterans Administration. Valencia RTSs indicated parents 47.6 percent, personal 25.9 percent, and Veterans Administration 11.4 percent.

The combined totals reflect these same patterns: four-year colleges/ universities--43.0 percent parents, 29.0 percent personal and 13.1 percent

Veterans Administration; two-year colleges--45.7 percent personal, 23.2 percent Veterans Administration, 15.9 percent parents and 10.4 percent spouse (Items 42, 43, 45 and 46, Table 11).

TABLE 11

ITEMS 42, 43, 45 AND 46

PRIMARY AND SECONDARY FINANCIAL ASSISTANCE AT FOUR-YEAR COLLEGE/UNIVERSITY AND AT TWO-YEAR COLLEGE

Sources	Parents	Spouse	Loan	Personal Earnings & Savings	VA	Social Security	Scholarship
Seminole							
Four-year Primary	38.3%	3.7%	6.2%	32.1%	14.8%	1.2%	2.5%
Four-year Secondary	24.1%	5.6%	1.9%	54.9%	4.3%	2.5%	1.2%
Two-year Primary	17.3%	11.1%	1.2%	43.8%	22.2%	1.9%	0.6%
Two-year Secondary	9.9%	21.7%	0.6%	46.9%	9.3%	1.9%	0.6%
Valencia							
Four-year Primary	47.6%	3.0%	4.2%	25.9%	11.4%	0.6%	4.2%
Four-year Secondary	26.5%	3.0%	4.2%	54.2%	3.6%	1.8%	1.8%
Two-year Primary	14.5%	9.6%	1.2%	47.6%	24.1%	1.2%	1.2%
Two-year Secondary	13.9%	7.8%	3.0%	53.0%	11.4%	1.8%	1.8%
Combined							
Four-year Primary	43.0%	3.4%	5.2%	29.0%	13.1%	0.9%	3.4%
Four-year Secondary	25.3%	4.3%	3.0%	54.6%	4.0%	2.1%	1.5%
Two-year Primary	15.9%	10.4%	1.2%	45.7%	23.2%	1.5%	0.9%
Two-year Secondary	11.9%	9.8%	1.8%	50.0%	10.4%	1.8%	1.2%

The survey revealed that the major areas of concentration selected at the four-year college/university by the RTSs included business administration (22.9 percent), science/engineering/technology (19.5 percent), education (11.0 percent), health fields (11.0 percent), arts/humanities (10.4 percent) and social science/religion (7.3 percent) (Item 13, Table 12). The major fields of concentration chosen at the two-year college by the combined RTSs were business administration (25.9 percent), science/engineering/technology (18.9 percent), health fields (13.7 percent), arts/humanities (9.8 percent), social science/religion (7.0 percent) and education (6.4 percent) (Item 14, Table 12).

The mean response to the number of terms in attendance at the four-year college/university was 2.7, while the combined RTS mean response to the number

of terms in attendance at the two-year college was also 2.7. A total of 57.3 percent of the combined RTSs attended two or fewer terms at the four-year college/university, and 54.2 percent of them have attended two or fewer terms at the two-year college. A total of 28.7 percent of the combined RTSs have attended four or more terms at the two-year college, while 23.8 percent attended four or more terms at the four-year college/university (Items 15 and 16, Table 13).

TABLE 12

ITEMS 13 AND 14

MAJOR FIELDS OF CONCENTRATION AT FOUR-YEAR COLLEGE/UNIVERSITY AND TWO-YEAR COLLEGE

Field	Education	Social Science/ Religion	Business Administration	Science/Eng./ Technology	Agriculture/ Forestry	Law	Health Fields	Arts/ Humanities	Other
Seminole									
Four-year	11.1%	7.4%	24.7%	21.0%	0.6%	0.6%	8.0%	11.1%	14.2%
Two-year	7.4%	8.6%	25.3%	19.1%	0.6%	3.7%	9.9%	12.3%	12.3%
Valencia									
Four-year	10.8%	7.2%	21.1%	18.1%	0.0%	1.2%	13.9%	9.6%	16.9%
Two-year	5.4%	5.4%	26.5%	18.7%	1.6%	2.4%	17.5%	7.2%	14.5%
Combined									
Four-year	11.0%	7.3%	22.9%	19.5%	0.3%	0.9%	11.0%	10.4%	15.5%
Two-year	6.4%	7.0%	25.9%	18.9%	1.2%	3.0%	13.7%	9.8%	13.4%

TABLE 13

ITEMS 15 AND 16

TERMS IN ATTENDANCE AT FOUR-YEAR COLLEGE/ UNIVERSITY AND TWO-YEAR COLLEGE

Number	1 or less	2	3	4	5	6	7	8 or more
Seminole								
Four-year	24.1%	31.5%	16.7%	9.9%	5.6%	3.7%	0.6%	5.6%
Two-year	37.0%	15.4%	17.3%	13.6%	6.2%	3.1%	2.5%	4.3%
Valencia								
Four-year	34.3%	24.7%	18.1%	9.6%	4.8%	2.4%	0.6%	4.8%
Two-year	40.4%	15.7%	13.3%	8.4%	9.0%	4.8%	1.2%	4.2%
Combined								
Four-year	29.3%	28.0%	17.4%	9.8%	5.2%	3.0%	0.6%	5.2%
Two-year	38.7%	15.5%	15.2%	11.0%	7.6%	4.0%	1.8%	4.3%

In terms of credit-hour loads at the four-year college/university, 69.2 percent of the combined RTSs were full-time students, 14.6 percent were either

three-quarter or half-time, and an identical 14.6 percent were one-quarter time. At the community college only 41.2 percent are full-time, 33.5 percent are either three-quarter or half-time, and 22.9 percent are enrolled one-quarter time. At Seminole 25.3 percent are enrolled half-time, while at Valencia only 15.1 percent are enrolled half-time (Items 40 and 41, Table 14).

TABLE 14

ITEMS 40 AND 41

CREDIT-HOUR LOAD AT FOUR-YEAR COLLEGE/ UNIVERSITY AND AT TWO-YEAR COLLEGE

Load	Full-time	Three-quarter	One-half	One-quarter
Seminole				
Four-year	66.0%	10.5%	9.9%	12.3%
Two-year	37.7%	15.4%	25.3%	19.8%
Valencia				
Four-year	72.3%	1.2%	7.8%	16.9%
Two-year	44.6%	11.4%	15.1%	25.9%
Combined				
Four-year	69.2%	5.8%	8.8%	14.6%
Two-year	41.2%	13.4%	20.1%	22.9%

The number of hours attempted at the four-year colleges/universities by 23.5 percent of the combined RTSs was within the 10-19 hours range, followed by 30-39 hours (19.2 percent) and 20-29 hours (18.3 percent). At the two-year college a total of 27.7 percent of the RTSs have attempted between ten and nineteen hours, 25.6 percent have attempted nine or fewer hours, and 14.3 percent have attempted 20-29 hours (Items 17 and 18, Table 15).

Of the Seminole RTSs, 6.8 percent feel that they had poor or no academic preparation for a two-year college, while only 0.6 percent of Valencia RTSs indicated such a feeling. Of the combined RTSs, 45.4 percent indicated that their academic preparation for a four-year college/university was excellent or good. On the other hand, 75.3 percent of these students indicated that their

academic preparation for a two-year college was excellent or good. The academic preparation for the four-year college/university was average for 33.8 percent of the RTSs, while 20.1 percent feel that it was average for the two-year college. Believing that they had poor or no academic preparation for the four-year college/university were 18.0 percent of the RTSs, while only 3.6 percent feel they had poor or no academic preparation for a two-year college (Items 34 and 35, Table 16).

TABLE 15

ITEMS 17 AND 18

HOURS ATTEMPTED AT FOUR-YEAR COLLEGES/ UNIVERSITIES AND TWO-YEAR COLLEGE

Number	9 or less	10-19	20-29	30-39	40-49	50-59	60-69	70 or more
Seminole								
Four-year	11.7%	22.8%	16.0%	21.6%	8.0%	6.8%	3.7%	6.8%
Two-year	23.5%	29.0%	14.2%	13.6%	4.3%	5.6%	3.1%	3.1%
Valencia								
Four-year	14.5%	24.1%	20.5%	16.9%	7.8%	1.2%	2.4%	10.8%
Two-year	27.7%	26.5%	14.5%	7.8%	10.2%	3.6%	2.4%	3.6%
Combined								
Four-year	13.1%	23.5%	18.3%	19.2%	7.9%	4.0%	3.0%	8.8%
Two-year	25.6%	27.7%	14.3%	10.7%	7.3%	4.6%	2.7%	3.4%

TABLE 16

ITEMS 34 AND 35

ACADEMIC PREPARATION FOR FOUR-YEAR COLLEGE/ UNIVERSITY AND TWO-YEAR COLLEGE

Item	Excellent	Good	Average	Poor (below average)	Not at all
Seminole					
Four-year	15.4%	32.1%	29.6%	13.6%	5.6%
Two-year	28.4%	46.9%	17.3%	5.6%	1.2%
Valencia					
Four-year	12.0%	31.3%	38.0%	13.9%	3.0%
Two-year	23.5%	51.8%	22.9%	0.6%	0.0%
Combined					
Four-year	13.7%	31.7%	33.8%	13.7%	4.3%
Two-year	25.9%	49.4%	20.1%	3.0%	0.6%

When the RTSs were asked how they felt they had applied themselves, according to their capabilities, at the four-year college/university last attended,

19.5 percent indicated they had applied themselves above average, while only 7.0 percent felt they had exerted maximum effort (Item 37, Table 17). Some 8.8 percent did not try at all. At the community/junior college, however, the questionnaire revealed a somewhat different attitude. Nearly sixty percent (59.7 percent) felt that they are applying themselves, according to their capabilities, at above average to maximum effort and less than one percent (0.6 percent) not at all (Item 38, Table 17).

The RTSs, when asked how they felt about their academic program at Seminole and Valencia, answered by a significant percentage (62.5 percent) that they are now doing what they like to do (Item 39).

TABLE 17

ITEMS 37 AND 38

APPLICATION OF CAPABILITIES AT FOUR-YEAR COLLEGE/ UNIVERSITY AND TWO-YEAR COLLEGE

Item	Maximum Effort	Above Average	Average	Below Average	Not at all
Seminole					
Four-year	8.6%	19.1%	34.6%	28.4%	8.6%
Two-year	17.3%	45.7%	28.4%	7.4%	0.6%
Valencia					
Four-year	5.4%	19.9%	30.7%	34.3%	9.0%
Two-year	13.9%	42.8%	34.9%	7.8%	0.6%
Combined					
Four-year	7.0%	19.5%	32.6%	31.4%	8.8%
Two-year	15.5%	44.2%	31.7%	7.6%	0.6%

All the reverse transfer students were asked to describe their future formal education plans. Half (49.7 percent) of them plan to graduate from the community/junior college and return to a four-year college/university other than the one previously attended, and only 11.0 percent plan to graduate and return to the same college or university. Interestingly, 3.4 percent plan to return to the same four-year school as soon as possible and before graduating from the

two-year college. Approximately fifteen percent (15.2 percent) have no definite plans after graduation (Item 33, Table 18).

TABLE 18

ITEM 33

FUTURE PLANS OF TWO-YEAR COLLEGE STUDENTS

Plans	Percent
Seminole	
I plan to graduate from this community/junior college and then return to the same four-year college/university.	8.6%
I plan to graduate from this community/junior college and return to a four-year college/university other than the one I previously attended.	50.0%
I plan to graduate from this community/junior college and have definite plans, but they do not include more formal education.	13.6%
I plan to graduate from this community/junior college but have no definite plans after that.	14.2%
I plan as soon as possible and before graduating from this community/junior college to return to the same four-year college/university.	3.7%
Valencia	
I plan to graduate from this community/junior college and then return to the same four-year college/university.	13.3%
I plan to graduate from this community/junior college and return to a four-year college/university other than the one I previously attended.	49.4%
I plan to graduate from this community/junior college and have definite plans, but they do not include more formal education.	9.0%
I plan to graduate from this community/junior college but have no definite plans after that.	16.3%
I plan as soon as possible and before graduating from this community/junior college to return to the same four-year college/university.	3.0%
Combined	
I plan to graduate from this community/junior college and then return to the same four-year college/university.	11.0%
I plan to graduate from this community/junior college and return to a four-year college/university other than the one I previously attended.	49.7%
I plan to graduate from this community/junior college and have definite plans, but they do not include more formal education.	11.3%
I plan to graduate from this community/junior college but have no definite plans after that.	15.2%
I plan as soon as possible and before graduating from this community/junior college to return to the same four-year college/university.	3.4%

Grade point averages for the hours attempted at Seminole indicated that 2.4 percent of the RTSs have earned 1.9 or less (on a 4.0 scale), 25.3 percent have earned between 2.0 and 2.9, and 67.4 percent have earned between 3.0 and 4.0 (Item 20, Table 19). At Valencia 4.8 percent have earned 1.9 or less, 25.3 percent have earned between 2.0 and 2.9, and 60.8 percent have earned

between 3.0 and 4.0 (Item 20, Table 19).

At the four-year colleges/universities, 35.8 percent of the Seminole RTSs earned 1.9 or less, 37.6 percent earned between 2.0 and 2.9, and 25.3 percent earned between 3.0 and 4.0 (Item 19, Table 19). At the four-year colleges/universities, 36.1 percent of the Valencia RTSs earned 1.9 or less, 39.2 percent earned between 2.0 and 2.9, and 19.2 percent earned between 3.0 and 4.0 (Item 19, Table 19).

The combined grade point averages for the RTSs at the two-year colleges indicated that 3.6 percent have earned 1.9 or less, 25.3 percent have earned between 2.0 and 2.9, and 64.0 percent have earned between 3.0 and 4.0 (Item 20, Table 19). Following are the combined grade point averages for the RTSs while at the four-year colleges/universities: 1.9 or less, 36.0 percent; 2.0-2.9, 38.4 percent; 3.0-4.0, 22.2 percent (Item 19, Table 19).

TABLE 19

ITEMS 19 AND 20

GRADE POINT AVERAGE AT FOUR-YEAR COLLEGES/ UNIVERSITIES AND TWO-YEAR COLLEGE

Average	1.4- less	1.5- 1.9	2.0- 2.4	2.5- 2.9	3.0- 3.4	3.5- 3.9	4.0
Seminole							
Four-year	9.9%	25.9%	19.1%	18.5%	17.9%	6.2%	1.2%
Two-year	1.2%	1.2%	12.3%	13.0%	27.2%	27.2%	13.0%
Valencia							
Four-year	9.6%	26.5%	17.5%	21.7%	10.2%	6.0%	3.0%
Two-year	0.6%	4.2%	7.2%	18.1%	27.1%	24.7%	9.0%
Combined							
Four-year	9.8%	26.2%	18.3%	20.1%	14.0%	6.1%	2.1%
Two-year	0.9%	2.7%	9.8%	15.5%	27.1%	25.9%	11.0%

In comparing the expected levels of student performance at the four-year college/university with Seminole, 43.2 percent of the students feel that both expect about the same level; an identical 43.2 percent indicated that the four-

year college/university expects a little more or a great deal more than does Seminole; and 9.9 percent feel that Seminole expects a little more or a great deal more than the four-year institution (Item 28, Table 20).

In comparing the expected levels of student performance at the four-year college/university with Valencia, 41.6 percent of the students feel that both expect about the same level; 50.0 percent feel that the four-year college/university expects a little more or a great deal more than does Valencia; and 4.8 percent feel that Valencia expects a little more or a great deal more (Item 28, Table 20).

The combined RTS group statistics revealed that 42.2 percent of the students feel that the expected levels of student performance at the four-year college/university and the two-year college are about the same; 46.7 percent feel that the four-year college/university expects a little more or a great deal more than does the two-year college; and 7.3 percent believe the two-year college expects a little more or a great deal more than the four-year institution (Item 28, Table 20).

Even though the Seminole RTSs felt that the four-year college/university expects more, on the average, than the two-year college, 45.7 percent indicated they have learned more at Seminole than at the four-year college/university. On the other hand, 11.7 percent indicated that they learned more at the four-year college/university, and 38.9 percent felt they learned about the same at each educational institution (Item 29, Table 21).

At Valencia the RTSs likewise felt that the four-year college/university expects more, on the average, than the two-year college, yet 43.4 percent

indicated that they have learned more at Valencia than they had at the four-year college/university. A total of 19.3 percent indicated that they learned more at the four-year college/university, and 34.9 percent felt that they learned about the same at each educational institution (Item 29, Table 21).

Of the combined RTS total, 44.5 percent of the students indicated they have learned more at the two-year college, 15.6 percent felt that they had learned more at the four-year college/university; and 36.9 percent indicated they learned about the same at each educational institution (Item 29, Table 21).

TABLE 20

ITEM 28

COMPARISON BY RTSs OF THE LEVEL OF EXPECTED PERFORMANCE BETWEEN THE FOUR-YEAR COLLEGE/UNIVERSITY AND TWO-YEAR COLLEGE

Item Choice	Percent
Seminole	
The four-year college/university expected a great deal more.	22.8%
The four-year college/university expected a little more.	20.4%
The four-year college/university expected about the same.	43.2%
The four-year college/university expected a little less.	6.2%
The four-year college/university expected a lot less.	3.7%
Valencia	
The four-year college/university expected a great deal more.	22.3%
The four-year college/university expected a little more.	27.7%
The four-year college/university expected about the same.	41.6%
The four-year college/university expected a little less.	4.2%
The four-year college/university expected a lot less.	0.6%
Combined	
The four-year college/university expected a great deal more.	22.6%
The four-year college/university expected a little more.	24.1%
The four-year college/university expected about the same.	42.4%
The four-year college/university expected a little less.	5.2%
The four-year college/university expected a lot less.	2.1%

TABLE 21

ITEM 29

COMPARISON BY RTSs OF THE AMOUNT LEARNED AT THE FOUR-YEAR COLLEGE/UNIVERSITY AND TWO-YEAR COLLEGE

Item Choice	Percent
Seminole	
I learned much more at the four-year college/university.	4.9%
I learned a little more at the four-year college/university.	6.8%
I learned about the same at the four-year college/university	38.9%
I learned a little less at the four-year college/university.	21.0%
I learned a lot less at the four-year college/university.	24.7%
Valencia	
I learned much more at the four-year college/university.	6.0%
I learned a little more at the four-year college/university.	13.3%
I learned about the same at the four-year college/university.	34.9%
I learned a little less at the four-year college/university.	18.1%
I learned a lot less at the four-year college/university.	25.3%
Combined	
I learned much more at the four-year college/university.	5.5%
I learned a little more at the four-year college/university.	10.1%
I learned about the same at the four-year college/university.	36.9%
I learned a little less at the four-year college/university.	19.5%
I learned a lot less at the four-year college/university.	25.0%

The Seminole RTSs, as well as the Valencia RTSs, indicated that the four-year college/university provides about the same quality of instruction as does the two-year college. This indication was by 49.1 percent of the respondents, while 25.0 percent indicated that the four-year college/university provides a higher quality of instruction. On the other hand, 22.2 percent felt that the four-year college/university provides a lower quality of instruction (Item 30, Table 22).

In comparing the academic advisement process at both the four-year college/university and the two-year college, 32.0 percent of the RTSs felt that the services provided are about the same at each educational institution, while

42.7 percent felt that they have received more service at the two-year college. A total of 9.5 percent indicated that they had received more service at the four-year college/university, and 12.5 percent said they did not receive advisement at both schools (Item 31, Table 23). It was interesting to note that 10.5 percent of the Seminole RTSs did not receive academic advisement at both institutions, while 14.5 percent of the Valencia RTSs did not receive academic advisement at both institutions.

TABLE 22

ITEM 30

COMPARISON BY RTSs OF THE QUALITY OF INSTRUCTION AT THE FOUR-YEAR COLLEGE/UNIVERSITY AND TWO-YEAR COLLEGE

Item Choice	Percent
Seminole	
The four-year college/university provided a much higher quality of instruction.	4.3%
The four-year college/university provided a somewhat higher quality of instruction.	22.2%
The four-year college/university provided about the same quality of instruction.	47.5%
The four-year college/university provided a somewhat lower quality of instruction.	14.8%
The four-year college/university provided a much lower quality of instruction.	7.4%
Valencia	
The four-year college/university provided a much higher quality of instruction.	6.0%
The four-year college/university provided a somewhat higher quality of instruction.	17.5%
The four-year college/university provided about the same quality of instruction.	50.6%
The four-year college/university provided a somewhat lower quality of instruction.	15.7%
The four-year college/university provided a much lower quality of instruction.	6.6%
Combined	
The four-year college/university provided a much higher quality of instruction.	5.2%
The four-year college/university provided a somewhat higher quality of instruction.	19.8%
The four-year college/university provided about the same quality of instruction.	49.1%
The four-year college/university provided a somewhat lower quality of instruction.	15.2%
The four-year college/university provided a much lower quality of instruction.	7.0%

TABLE 23

ITEM 31

COMPARISON OF ACADEMIC ADVISEMENT PROCESS AT FOUR-YEAR COLLEGE/UNIVERSITY AND TWO-YEAR COLLEGE BY REVERSE TRANSFER STUDENTS

Item	Percent
Seminole	
The four-year college/university provided me with a much greater service.	3.7%
The four-year college/university provided me with a better service.	6.8%
The four-year college/university and the community/junior college provided me with about the same service.	32.7%
The four-year college/university provided me with less service.	25.3%
The four-year college/university provided me with much less service.	16.7%
I did not receive academic advisement at both institutions.	10.5%
Valencia	
The four-year college/university provided me with a much greater service.	3.0%
The four-year college/university provided me with a better service.	5.4%
The four-year college/university and the community/junior college provided me with about the same service.	31.3%
The four-year college/university provided me with less service.	24.1%
The four-year college/university provided me with much less service.	19.3%
I did not receive academic advisement at both institutions.	14.5%
Combined	
The four-year college/university provided me with a much greater service.	3.4%
The four-year college/university provided me with a better service.	6.1%
The four-year college/university and the community/junior college provided me with about the same service.	32.0%
The four-year college/university provided me with less service.	24.7%
The four-year college/university provided me with much less service.	18.0%
I did not receive academic advisement at both institutions.	12.5%

Regarding professional counseling, 39.7 percent of the combined RTSs indicated that the four-year college/university provided them with less service than the two-year college; 26.2 percent feel that the service provided was about the same at each institution; 9.1 percent feel they received better service at the four-year college/university; and 20.4 percent indicated that they had not seen a professional counselor at both schools (Item 32, Table 24).

The study indicated that 29.3 percent of the fathers of the combined RTSs have less than a high school education, 26.8 percent graduated from high

school, 21.3 percent participated in some type of post-secondary education, and 21.7 percent earned a bachelor's degree or higher. The level of education of the mothers of the combined RTSs showed that 22.6 percent did not graduate from high school, 42.1 percent graduated from high school, 22.9 percent participated in some type of post-secondary education, and 11.5 percent earned a bachelor's degree or higher (Items 49 and 50, Table 25).

TABLE 24

ITEM 32

TWO-YEAR COLLE.. STUDENTS' FEELINGS REGARDING EXPERIENCE WITH PROFESSIONAL COUNSELORS

Item	Percent
Seminole	
The four-year college/university provided me with a much greater service.	2.5%
The four-year college/university provided me with better service.	7.4%
The four-year college/university provided me with about the same service.	27.2%
The four-year college/university provided me with less service.	22.2%
The four-year college/university provided me with much less service.	17.9%
I have not seen a professional counselor at both the four-year college/university and this community/junior college.	17.9%
Valencia	
The four-year college/university provided me with a much greater service.	2.4%
The four-year college/university provided me with better service.	6.0%
The four-year college/university provided me with about the same service.	25.3%
The four-year college/university provided me with less service.	22.3%
The four-year college/university provided me with much less service.	16.9%
I have not seen a professional counselor at both the four-year college/university and this community/junior college.	22.9%
Combined	
The four-year college/university provided me with a much greater service.	2.4%
The four-year college/university provided me with better service.	6.7%
The four-year college/university provided me with about the same service.	26.2%
The four-year college/university provided me with less service.	22.3%
The four-year college/university provided me with much less service.	17.4%
I have not seen a professional counselor at both the four-year college/university and this community/junior college.	20.4%

TABLE 25

ITEMS 49 AND 50

EDUCATION OF PARENTS OF TWO-YEAR COLLEGE STUDENTS

Level	6th Grade	8th Grade Plus	High School	High School Plus	Post-Secondary Degree	Bachelor's Degree	Master's Degree	Post-Master's	Doctorate or more
Seminole									
Father	17.9%	13.6%	24.1%	14.8%	10.5%	8.0%	4.3%	1.9%	3.7%
Mother	8.6%	14.2%	42.6%	16.0%	7.4%	8.6%	1.2%	0.0%	0.0%
Valencia									
Father	15.7%	11.4%	29.5%	12.7%	4.8%	12.7%	6.0%	1.8%	4.8%
Mother	11.4%	10.8%	41.6%	19.9%	2.4%	7.2%	3.0%	0.6%	2.4%
Combined									
Father	16.8%	12.5%	26.8%	13.7%	7.6%	10.4%	5.2%	1.8%	4.3%
Mother	10.1%	12.5%	42.1%	18.0%	4.9%	7.9%	2.1%	0.3%	1.2%

Regarding the occupations of their fathers, 14.9 percent of the combined RTSs indicated their fathers as being skilled workers or craftsmen; 26.8 percent to be an owner, manager, partner in a small business, lower level governmental official, or commissioned officer in the military; 8.5 percent are semi-skilled; 9.1 percent are service workers; and 18.0 percent are professionals (Item 51, Table 26). The mothers' occupations of the combined RTSs are saleswoman, bookkeeper, secretary or office worker--33.5 percent; unskilled--17.1 percent; semi-skilled--12.2 percent; professionals--8.2 percent; and service workers--6.7 percent (Item 52, Table 26).

TABLE 26

ITEMS 51 AND 52

OCCUPATION OF PARENTS OF TWO-YEAR COLLEGE STUDENTS

Occupation	Unskilled	Semi-Skilled	Service	Skilled	White Collar	Semi-professional	Manager or Proprietor	Professional
Seminole								
Father	6.2%	7.4%	7.4%	12.3%	11.7%	8.0%	28.4%	16.7%
Mother	16.0%	9.9%	6.8%	0.6%	38.3%	7.4%	6.8%	6.2%
Valencia								
Father	3.0%	9.6%	10.8%	17.5%	7.2%	5.4%	25.3%	19.3%
Mother	18.1%	14.5%	6.6%	3.0%	28.9%	6.0%	6.6%	10.2%
Combined								
Father	4.6%	8.5%	9.1%	14.9%	9.5%	6.7%	26.8%	18.0%
Mother	17.1%	12.2%	6.7%	1.8%	33.5%	6.7%	6.7%	8.2%

At Seminole 7.4 percent of the RTSs estimated their annual family household income to be below $5,999, while at Valencia 10.2 percent estimated an income of this amount. A total of 31.4 percent of the Seminole RTSs estimated family income as ranging from $6,000 to $11,999, while 39.1 percent of the Valencia RTSs estimated income in this range. Income ranging between $12,000 and $17,999 was reported by 30.9 percent of the Seminole RTSs, while only 19.9 percent of the Valencia RTSs indicated an income in this range. Nearly twenty percent of the RTSs at each of the two colleges estimated that their family income is over $18,000 (Item 48, Table 27).

TABLE 27

ITEM 48

MEAN ESTIMATED ANNUAL FAMILY HOUSEHOLD INCOME OF TWO-YEAR COLLEGE STUDENTS

Income	Below $3,000	$3,000-$5,999	$6,000-$7,499	$7,500-$8,999	$ 9,000-$11,999	$12,000-$17,999	$18,000-$22,999	Above $23,000	Cannot Estimate
Seminole	3.7%	3.7%	4.9%	10.5%	16.0%	30.9%	11.7%	8.0%	8.6%
Valencia	2.4%	7.8%	6.6%	11.4%	21.1%	19.9%	9.0%	10.8%	9.0%
Combined	3.0%	5.8%	5.8%	11.0%	18.6%	25.3%	10.4%	9.5%	8.8%

Summary

The survey, in the form of a fifty-two item questionnaire, was mailed to each reverse transfer student attending Seminole Junior College or Valencia Community College the first academic session of the 1973-74 academic year to determine the demographic, academic and perceptual characteristics of each reverse transfer student. The results of the 328 questionnaires are summarized as follows.

Seminole Junior College

The modal reverse transfer student at Seminole Junior College is a Caucasian male, twenty-one to twenty-four years of age, married with no children, head of his household, and a resident of Florida for ten years or more. His father and mother are high school graduates earning a rather comfortable combined income of $12,000 to $17,999 annually. His father is employed as an owner, manager, partner in a small business, lower level government official or commissioned officer in the military, and his mother is employed as a saleswoman, bookkeeper, secretary or office worker.

The reverse transfer student graduated from high school in the middle one-third of his graduating class. He first entered the college/university by his eighteenth birthday and felt that his academic preparation for college was good. However, his grade point average at all four-year colleges/universities previously attended was between 1.5 and 1.9 and he feels this was a result of only average application of himself, according to his capabilities. He registered at both the university and Seminole Junior College as a full-time student in business administration and received $499 or less financial assistance. While at the four-year institution his parents were his main financial source. He chose to enroll in the four-year university on the basis of programs and courses offered, followed by academic reputation.

He attended one in-state public institution before enrolling at the community/junior college. He attended the four-year college two terms or less prior to the winter of 1972 and attempted ten to nineteen hours. While enrolled at the university, this reverse transfer student either did not work at all or worked

more than thirty-five hours per week. After leaving the four-year institution, he waited more than twenty-one months before entering Seminole.

The reverse transfer student was nineteen or twenty years old when he entered the community/junior college and he works more than thirty-five hours per week. He decided to attend Seminole because of its closeness to home and because of special programs and courses offered. His main source of transportation to the college is his personal car or truck. He receives little or no financial assistance outside his personal savings or earnings.

He has found that the student performance expectations are about the same at the community/junior college as at the four-year college/university. After one term or less at Seminole Junior College, he has attempted between ten and nineteen hours and has earned between a 3.0 and a 3.9 grade point average. He feels that his academic preparation for Seminole was good and that he is above average, according to his capabilities, in applying himself to his academic work. As a result of his new-found success, he is now doing what he likes and plans to graduate from Seminole and return to a four-year college/university other than the one he previously attended.

Valencia Community College

The modal reverse transfer student at Valencia Community College is a Caucasian male, twenty-one to twenty-four years of age, married with no children, head of his household, and a resident of Florida for ten years or more. His father and mother are high school graduates earning a combined income of $9,000 to $11,999 annually. His father is employed as an owner, manager, partner in a

small business, lower level government official or a commissioned officer in the military, and his mother is employed as a saleswoman, bookkeeper, secretary or an office worker.

This transfer student graduated from high school in the top one-third of his graduating class. He first entered the four-year college/university by his eighteenth birthday and felt that his academic preparation for college was average. However, his grade point average at all four-year colleges/universities previously attended was between 1.5 and 1.9 and he feels this was a result of below average application of himself, according to his capabilities. He registered at both the university and the community college as a full-time student in business administration and received $499 or less financial assistance. His parents were his main financial source while he was at the four-year institution. He chose to enroll in the four-year university on the basis of special programs or courses offered, followed by academic reputation.

Before enrolling at Valencia, this reverse transfer student attended one in-state public four-year institution. He attended the four-year college/university one term or less prior to the winter of 1972 and attempted ten to nineteen hours. He did not work while enrolled at the university and after leaving the four-year institution he waited more than twenty-one months before entering Valencia.

The Valencia reverse transfer student was nineteen or twenty years old when he entered the community college and he works more than thirty-five hours per week. He decided to attend Valencia because of its closeness to home and because of the special programs and courses offered. His main transportation to the college is his personal car or truck. He receives little or no financial

assistance outside his personal savings or earnings.

He has found that the student performance expectations are about the same at the community college as at the four-year college/university. After one term or less at Valencia, he has attempted nine or fewer hours and has earned between a 3.0 and a 3.4 grade point average. He feels that his academic preparation for Valencia was good and that he is above average, according to his capabilities, in applying himself to his academic work. As a result of his new-found success, he is now doing what he likes and plans to graduate from Valencia and return to a four-year college/university other than the one he previously attended.

Conclusion

The findings of the survey prove hypothesis one. As evidenced by Appendix 2 (questions 19 and 20), there is a considerable improvement in the academic performance of the reverse transfer student at the community college as compared with his performance at the four-year institution. More than half (54.3 percent) of the reverse transfer students at Seminole and Valencia indicated overall grade point averages at all four-year colleges/universities previously attended as under 2.5, while at the community college approximately eighty percent (79.5 percent) show overall grade point averages in excess of 2.5. Moreover, there is a commonality of demographic characteristics which seems to explain this difference. The findings show that 77.3 percent of the reverse transfer students at the community college are at least twenty-one years old, 44.8 percent enrolled more than twenty-one months after leaving the four-year institution, 54.3 percent are working more than thirty-five hours per week, and 45.7 percent

are the primary source of financial support for their education. In short, the reverse transfer student is an older, more mature and responsible student.

There is a commonality among the reasons offered by the reverse transfer students for transferring from the four-year institution to the community/junior college. As indicated by the survey, 60.7 percent of the reverse transfer students decided to attend Seminole or Valencia because it is close to home, followed by the reasons of special programs and courses offered and low cost, thus proving hypothesis two.

The third hypothesis--that there is a commonality in the perception of reverse transfer students with regard to the difference in their performance at both institutions--was proven. An overwhelming majority (89.1 percent) of the Seminole and Valencia reverse transfer students feel that the four-year institution expects the same or more than does the community college. They also indicated (81.1 percent) that they have learned more or about the same at the two-year college.

Finally, the comparison between the modal reverse transfer student at Seminole Junior College and Valencia Community College proves hypothesis four--that there is no significant difference between the reverse transfer students at these two institutions. Among the obvious differences, Seminole Junior College reverse transfer students had a higher annual family household income, a slightly higher grade point average, and a greater number were married.

With few exceptions, the Seminole Junior College reverse transfer student and the Valencia Community College reverse transfer student are very much alike, and the results of this survey will be invaluable in the future planning and development of programs to meet the special interests and needs of reverse

transfer students in these two central Florida community colleges.

Recommendations

As a result of this detailed study of reverse transfer students at Valencia Community College and Seminole Junior College, the following recommendations are presented:

1. That Valencia Community College and Seminole Junior College continue their efforts to provide reverse transfer students a second opportunity to achieve their higher education
2. That members of the faculty and the student affairs divisions of these two institutions be advised of the high degree of success which the reverse transfer students have achieved at the respective institutions
3. That members of the faculty and the student affairs divisions of these two institutions be advised that the environment and operations of the four-year colleges/universities had more to do with students withdrawing from the four-year institutions than did the students' academic performances
4. That instructors at the two community/junior colleges be advised of how they are perceived by the reverse transfer students as compared to instructors at four-year colleges/universities. This perception includes the community college instructor encouraging more student discussion, being more available to help students with difficult questions, being more personally interested in students, being more specific and precise about what is expected of the student, being more informative on what the

students' daily progress and current assignments are, and being more effective at stimulating thinking among students.

5. That student affairs staffs at the two community/junior colleges be advised of how they are perceived by the reverse transfer students. This perception includes the two-year college counselor being more available for counseling, taking a greater personal interest in students, and liking the students more.
6. That in conjunction with the students, faculty and administration of both Seminole Junior College and Valencia Community College, definitive policies and programs regarding the institutional mission for transfer students at each college be developed. This mission should then be widely publicized.
7. That efforts be made by both two-year colleges to provide greater orientation and academic advisement opportunities for the reverse transfer students in order to insure a smooth transition to the new institution
8. That both of the two-year colleges consider establishing an institutional committee on reverse transfer student affairs to be charged with the responsibility of developing programs and policies for transfer students
9. That publications which relate directly to the needs of reverse transfer students be developed. Such publications should be distributed to reverse transfer students when they are admitted to the two-year college.
10. That reverse transfer students be involved in institutional governance by serving on college-wide and task force committees

11. That reverse transfer students be made aware of career exploration opportunities provided by the two community/junior colleges. Such students should be encouraged to use the counseling services if they are unsure of their academic majors or professional goals.

12. That reverse transfer students be encouraged to participate in the student activities programs at the two-year colleges. Publications advising the RTSs of the types of student activities which are available at the two institutions should be distributed to the new students.

APPENDIX 1

SURVEY OF COMMUNITY COLLEGE STUDENTS
WHO TRANSFER FROM A FOUR-YEAR COLLEGE/UNIVERSITY TO A
COMMUNITY/JUNIOR COLLEGE

1. Sex
   1. Male
   2. Female

2. To help identify any special needs of particular students of different race and ethnic background, please choose the appropriate classification.
   1. Afro-American
   2. American-Indian
   3. Caucasian
   4. Mexican/Spanish-American
   5. Oriental-American
   6. I prefer not to respond

3. Are you head of the household?
   1. Yes
   2. No

4. What is your marital status?
   1. Single
   2. Married
   3. Divorced, Separated
   4. Widowed

5. How many children do you have?
   1. 0
   2. 1
   3. 2
   4. 3
   5. 4
   6. 5
   7. 6
   8. 7 or more

6. Are you a resident of this state?
   1. Yes
   2. No

7. If you are a resident of this state, please indicate length of time.
   1. Less than 6 months
   2. At least 6 months, but less than one year
   3. 1 - 2 years
   4. 2 - 5 years
   5. 5 - 10 years
   6. 10 years or more

8. Age last birthday
   1. 17 or below
   2. 18
   3. 19 - 20
   4. 21 - 24
   5. 25 - 29
   6. 30 - 34
   7. 35 - 39
   8. 40 - 49
   9. 50 or over

9. Age when first entered community/junior college
   1. 17 or below
   2. 18
   3. 19 - 20
   4. 21 - 24
   5. 25 - 29
   6. 30 - 34
   7. 35 - 39
   8. 40 - 49
   9. 50 or over

10. Age when first entered four-year college/university
    1. 17 or below
    2. 18
    3. 19 - 20
    4. 21 - 24
    5. 25 - 29
    6. 30 - 34
    7. 35 - 39
    8. 40 - 49
    9. 50 or over

11. The four-year college/university last attended was:
    1. In-state public institution
    2. Out-of-state public institution
    3. In-state private institution
    4. Out-of-state private institution

12. Select the one statement below which most accurately describes you.
    1. I attended one four-year college/ university before enrolling at the community/junior college.
    2. I attended 2 or more four-year colleges/universities before enrolling at the community/junior college.
    3. I attended a community/junior college first, then a four-year college/university before enrolling at the present community/junior college.

13. Indicate your major field of concentration at the four-year college/university last attended.
    1. Education
    2. Social Science/Religion
    3. Business Administration
    4. Science/Engineering/Technology
    5. Agriculture/Forestry
    6. Law
    7. Health Fields
    8. Arts/Humanities
    9. Other

14. Indicate your major field of concentration at this community/junior college.
    1. Education
    2. Social Science/Religion
    3. Business Administration
    4. Science/Engineering/Technology
    5. Agriculture/Forestry
    6. Law
    7. Health Fields
    8. Arts/Humanities
    9. Other

15. Indicate the total number of terms in attendance at the four-year college/university last attended.
    1. 1 or less
    2. 2
    3. 3
    4. 4
    5. 5
    6. 6
    7. 7
    8. 8 or more

16. Indicate the total number of terms in attendance at this community/junior college. (Do not include present term.)
    1. 1 or less
    2. 2
    3. 3
    4. 4
    5. 5
    6. 6
    7. 7
    8. 8 or more

17. Indicate the total number of hours attempted at all four-year colleges/universities previously attended.
    1. 9 or less
    2. 10 - 19
    3. 20 - 29
    4. 30 - 39
    5. 40 - 49
    6. 50 - 59
    7. 60 - 69
    8. 70 or more

18. Indicate the total number of hours attempted at this community/junior college. (Do not include present term.)
    1. 9 or less
    2. 10 - 19
    3. 20 - 29
    4. 30 - 39
    5. 40 - 49
    6. 50 - 59
    7. 60 - 69
    8. 70 or more

19. Indicate total overall grade point average at all four-year colleges/universities previously attended. (On 4-point scale)
    1. 1.4 or less
    2. 1.5 - 1.9
    3. 2.0 - 2.4
    4. 2.5 - 2.9
    5. 3.0 - 3.4
    6. 3.5 - 3.9
    7. 4.0

20. Indicate overall grade point average at this community/junior college. (On 4-point scale)
1. 1.4 or less
2. 1.5 - 1.9
3. 2.0 - 2.4
4. 2.5 - 2.9
5. 3.0 - 3.4
6. 3.5 - 3.9
7. 4.0

21. How many hours a week did you work while enrolled at last four-year college/university attended?
1. None
2. 1 - 5
3. 6 - 10
4. 11 - 15
5. 16 - 20
6. 21 - 25
7. 26 - 30
8. 31 - 35
9. More than 35

22. How many hours a week do you work now, while attending community/junior college?
1. None
2. 1 - 5
3. 6 - 10
4. 11 - 15
5. 16 - 20
6. 21 - 25
7. 26 - 30
8. 31 - 35
9. More than 35

23. Indicate the main source of transportation you are using while attending this community/junior college.
1. Walking
2. Personal car or truck
3. Car pool
4. College transportation
5. Public transportation (bus, train, etc.)
6. Bicycle
7. Taxi
8. Motorcycle
9. Business vehicle

24. Indicate the time lapse between leaving the four-year college/university last attended and entering this community/junior college.
1. Less than one month
2. 1 - 3 months
3. 4 - 6 months
4. 7 - 9 months
5. 10 - 12 months
6. 13 - 15 months
7. 16 - 18 months
8. 19 - 21 months
9. More than 21 months

25. When was the last term you were in attendance at the four-year college/university last attended?
1. Before Winter, 1972
2. Winter, 1972
3. Spring, 1972
4. Summer, 1972
5. Fall, 1972
6. Winter, 1973
7. Spring, 1973
8. Summer, 1973
9. Fall, 1973

26. What was the most influential factor in you choosing to enroll in the four-year college/university last attended?
1. Academic reputation
2. Campus atmosphere
3. Parents or relatives went there
4. Special programs or courses offered
5. Friends planning to go there
6. Size of college
7. Low cost
8. Away from home
9. Opportunity to work

27. What was the most influential factor in your decision to attend this community/junior college?
1. Good academic reputation
2. Campus atmosphere
3. Parents wanted me to go there
4. Special programs or courses offered
5. Friends decided to attend
6. Low cost
7. Closeness to home
8. Because of academic problems at four-year school or unable to return to four-year school
9. Opportunity to work while attending

28. When comparing the expected student performance level of the four-year college/university with this community/junior college, which statement best describes your feelings?
1. The four-year college/university expected a great deal more.
2. The four-year college/university expected a little more.
3. The four-year college/university expected about the same.
4. The four-year college/university expected a little less.
5. The four-year college/university expected a lot less.

29. When comparing courses at the four-year college/university and courses at this community/junior college and the amount you learned, which statement best describes your feelings?
1. I learned much more at the four-year college/university.
2. I learned a little more at the four-year college/university.
3. I learned about the same at the four-year college/university.
4. I learned a little less at the four-year college/university.
5. I learned a lot less at the four-year college/university.

30. When comparing the four-year college/university and this community/junior college as to quality of instruction, which statement best describes your feelings?
1. The four-year college/university provided a much higher quality of instruction.
2. The four-year college/university provided a somewhat higher quality of instruction.
3. The four-year college/university provided about the same quality of instruction.
4. The four-year college/university provided a somewhat lower quality of instruction.
5. The four-year college/university provided a much lower quality of instruction.

31. When comparing the academic advisement process <u>at both</u> the four-year college/university and this community/junior college, indicate which statement below best describes your feelings about academic advising.
1. The four-year college/university provided me with a much greater service.
2. The four-year college/university provided me with a better service.
3. The four-year college/university and the community/junior college provided me with about the same service.
4. The four-year college/university provided me with less service.
5. The four-year college/university provided me with much less service.
6. I did not receive academic advisement <u>at both</u> institutions.

32. Which statement below best describes your feelings concerning your experience with professional counselors?
1. The four-year college/university provided me with a much greater service.
2. The four-year college/university provided me with better service.
3. The four-year college/university provided me with about the same service.
4. The four-year college/university provided me with less service.
5. The four-year college/university provided me with much less service.
6. I have not seen a professional counselor <u>at both</u> the four-year college/university and this community/junior college.

33. Choose the statement below which best describes your future plans.
    1. I plan to graduate from this community/ junior college and then return to the same four-year college/university.
    2. I plan to graduate from this community/ junior college and return to a four-year college/university other than the one I previously attended.
    3. I plan to graduate from this community/ junior college and have definite plans, but they do not include more formal education.
    4. I plan to graduate from this community/ junior college but have no definite plans after that.
    5. I plan as soon as possible and before graduating from this community/junior college to return to the same four-year college/university.

34. How do you feel about your academic preparation for your program at the four-year college/ university last attended?
    1. Excellent
    2. Good
    3. Average
    4. Poor (below average)
    5. Not at all

35. How do you feel about your academic preparation for your program at this college?
    1. Excellent
    2. Good
    3. Average
    4. Poor (below average)
    5. Not at all

36. Academically, where would you say your overall high school grades placed you in your graduating class? (Mark only one)
    1. Top one-third
    2. Middle one-third
    3. Lower one-third

37. How do you feel you applied yourself according to your capabilities at the four-year college/ university last attended?
    1. Maximum effort
    2. Above average
    3. Average
    4. Below average
    5. Not at all

38. How do you feel you are applying yourself according to your capabilities at this community/ junior college?
    1. Maximum effort
    2. Above average
    3. Average
    4. Below average
    5. Not at all

39. How do you feel about your academic program at this community/junior college?
    1. I am doing what I like now.
    2. I am undecided, but I will find what I want.
    3. I am going to continue my current program not matter what.
    4. I am undecided, and I do not know in what direction to go.
    5. I am in the wrong program and plan to change.

40. While attending the four-year college/university, what was your credit-hour load?
    1. Full-time student
    2. About three-quarter time
    3. About one-half time
    4. About-one quarter time or less

45

41. While in attendance at this community/junior college, what is your current credit-hour load?
    1. Full-time student
    2. About three-quarter time
    3. About one-half time
    4. About one-quarter time

42. Indicate the main source of financial assistance you received while enrolled in the four-year college/university last attended. (Mark only one)
    1. Parent(s)
    2. Spouse
    3. Loan
    4. Personal earnings and savings
    5. V. A.
    6. Social Security
    7. Scholarship

43. Indicate the secondary source of financial assistance received while enrolled in the four-year college/university last attended. (Mark only one)
    1. Parent(s)
    2. Spouse
    3. Loan
    4. Personal earnings and savings
    5. V. A.
    6. Social Security
    7. Scholarship

44. What is your best estimate of the annual amount of financial assistance received while enrolled in the four-year college/university last attended?
    1. $499 or less
    2. $500 - $799
    3. $800 - $1,099
    4. $1,100 - $1,499
    5. $1,500 - $2,499
    6. $2,500 - $3,499
    7. $3,500 or more

45. Indicate the main source of financial assistance being received while attending this community/ junior college. (Mark only one)
    1. Parent(s)
    2. Spouse
    3. Loan
    4. Personal earnings and savings
    5. V. A.
    6. Social Security
    7. Scholarship

46. Indicate secondary source if financial assistance is being received while attending this community/ junior college. (Mark only one)
    1. Parent(s)
    2. Spouse
    3. Loan
    4. Personal earnings and savings
    5. V. A.
    6. Social Security
    7. Scholarship

47. What is your best estimate of the annual amount of financial assistance you are receiving while enrolled in the community/junior college?
    1. $499 or less
    2. $500 - $799
    3. $800 - $1,099
    4. $1,100 - $1,499
    5. $1,500 - $2,499
    6. $2,500 - $3,499
    7. $3,500 or more

48. What is the best estimate of your family annual household income?
    1. Below $3,000
    2. $3,000 - $5,999
    3. $6,000 - $7,499
    4. $7,500 - $8,999
    5. $9,000 - $11,999
    6. $12,000 - $17,999
    7. $18,000 - $22,999
    8. Above $23,000
    9. Cannot estimate

49. Indicate the educational level of your father. (Mark only one)
1. 8th grade or less
2. Above 8th grade but did not graduate
3. High school graduate
4. Attended postsecondary school but did not receive a degree or certificate
5. Associate degree or postsecondary certificate
6. Bachelor's degree
7. Master's degree
8. Post-Master work
9. Doctor's degree or more

50. Indicate the educational level of your mother. (Mark only one)
1. 8th grade of less
2. Above 8th grade but did not graduate from high school
3. High school graduate
4. Attended a postsecondary institution but did not receive a degree or certificate
5. Associate degree or postsecondary certificate
6. Bachelor's degree
7. Master's degree
8. Post-Master work
9. Doctor's degree or more

51. Which of the following best describes your father's occupation? If deceased or unemployed, indicate former occupation. (Mark only one)
1. Unskilled worker, labor
2. Semi-skilled (e.g. machine operator)
3. Service worker (policeman, fireman, barber, cosmetologist, military non-commissioned officer, etc.)
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
5. Salesman, bookkeeper, secretary, office worker, etc.
6. Semi-professional or technicial (laboratory or individual technician, draftsman, etc.)
7. Owner, manager, partner small business, lower level governmental official, commissioned officer in military
8. Profession requiring at least bachelor's degree (engineering, elementary or secondary teacher, social welfare)
9. Profession requiring advanced college degree (doctor, lawyer, college professor, etc.)

52. Which of the following best describes your mother's occupation. If she is deceased or is no longer employed, indicate her former employment. (Mark only one)
1. Unskilled worker, labor
2. Semi-skilled (e.g. machine operator)
3. Service worker (policeman, fireman, barber, cosmetologist, military non-commissioned officer, etc.)
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)
5. Salesman, bookkeeper, secretary, office worker, etc.
6. Semi-professional or technician (laboratory or individual technician, draftsman, etc.)
7. Owner, manager, partner small business, lower level governmental official, commissioned officer in military
8. Profession requiring at least bachelor's degree (engineer, elementary or secondary teacher, social welfare)
9. Profession requiring advanced college degree (doctor, lawyer, college professor, etc.)

APPENDIX 2

SURVEY OF COMMUNITY COLLEGE STUDENTS WHO TRANSFER FROM A FOUR-YEAR COLLEGE/UNIVERSITY TO A COMMUNITY/JUNIOR COLLEGE

	(SEMINOLE)			(VALENCIA)			(COMBINED)		
	Number	Percent	Mean	Number	Percent	Mean	Number	Percent	Mean
1. Sex	162		1.4074	164		1.3537	326		1.3804
1. Male	100	61.7%		106	63.9%		206	62.8%	
2. Female	61	37.7%		58	34.9%		119	36.3%	
2. To help identify any special needs of particular students of different race and ethnic background, please choose the appropriate classification.	160		3.0437	163		3.0552	323		3.0495
1. Afro-American	3	1.9%		6	3.6%		9	2.7%	
2. American-Indian	0	0.0%		0	0.0%		0	0.0%	
3. Caucasian	150	92.6%		148	89.2%		298	90.9%	
4. Mexican/Spanish-American	4	2.5%		2	1.2%		6	1.8%	
5. Oriental-American	0	0.0%		3	1.8%		3	0.9%	
6. I prefer not to respond	3	1.9%		3	1.8%		6	1.8%	
3. Are you head of the household?	160		1.4812	165		1.4485	325		1.4646
1. Yes	83	51.2%		91	54.8%		174	53.0%	
2. No	77	47.5%		74	44.6%		151	46.0%	
4. What is your marital status?	162		1.8025	166		1.6024	328		1.7012
1. Single	52	32.1%		77	46.4%		129	39.3%	
2. Married	96	59.3%		79	47.6%		175	53.4%	
3. Divorced, Separated	8	4.9%		9	5.4%		17	5.2%	
4. Widowed	6	3.7%		1	0.6%		7	2.1%	
5. How many children do you have?	155		2.1032	154		1.8571	309		1.9806
1. 0	88	54.3%		91	54.8%		179	54.6%	
2. 1	14	8.6%		23	13.9%		37	11.3%	
3. 2	28	17.3%		20	12.0%		48	14.6%	
4. 3	11	6.8%		13	7.8%		24	7.3%	
5. 4	6	3.7%		5	3.0%		11	3.4%	
6. 5	6	3.7%		2	1.2%		8	2.4%	
7. 6	0	0.0%		0	0.0%		0	0.0%	
8. 7 or more	2	1.2%		0	0.0%		2	0.6%	
6. Are you a resident of this state?	162		1.0432	164		1.0671	326		1.0552
1. Yes	157	96.9%		156	94.0%		313	95.4%	
2. No	4	2.5%		7	4.2%		11	3.4%	
7. If you are a resident of this state, please indicate length of time.	161		5.0000	162		4.9691	323		4.9845
1. Less than 6 months	0	0.0%		2	1.2%		2	0.6%	
2. At least 6 months, but less than one year	2	1.2%		5	3.0%		7	2.1%	
3. 1-2 years	16	9.9%		17	10.2%		33	10.1%	
4. 2-5 years	40	24.7%		30	18.1%		70	21.3%	
5. 5-10 years	26	16.0%		26	15.7%		52	15.9%	
6. 10 years or more	76	46.9%		82	49.4%		158	48.2%	
8. Age last birthday	162		5.2037	166		4.8554	328		5.0274
1. 17 or below	0	0.0%		0	0.0%		0	0.0%	
2. 18	1	0.6%		2	1.2%		3	0.9%	
3. 19-20	33	20.4%		38	22.9%		71	21.6%	
4. 21-24	39	24.1%		50	30.1%		89	27.1%	
5. 25-29	31	19.1%		28	16.9%		59	18.0%	
6. 30-34	13	8.0%		16	9.6%		29	8.8%	
7. 35-39	12	7.4%		8	4.8%		20	6.1%	
8. 40-49	28	17.3%		20	12.0%		48	14.6%	
9. 50 or over	5	3.1%		4	2.4%		9	2.7%	
9. Age when first entered community/junior college	162		4.7407	166		4.2952	328		4.5152
1. 17 or below	3	1.9%		2	1.2%		5	1.5%	
2. 18	16	9.9%		24	14.5%		40	12.2%	
3. 19-20	37	22.8%		44	26.5%		81	24.7%	
4. 21-24	33	20.4%		36	21.7%		69	21.0%	
5. 25-29	20	12.3%		22	13.3%		42	12.8%	
6. 30-34	11	6.8%		13	7.8%		24	7.3%	
7. 35-39	15	9.3%		4	2.4%		19	5.8%	
8. 40-49	24	14.8%		18	10.8%		42	12.8%	
9. 50 or over	3	1.9%		3	1.8%		6	1.8%	

	(SEMINOLE) Number	Percent	Mean	(VALENCIA) Number	Percent	Mean	(COMBINED) Number	Percent	Mean
10. Age when first entered four-year college/university	160		2.8187	164		2.7622	324		2.7901
1. 17 or below	28	17.3%		27	16.3%		55	16.8%	
2. 18	65	40.1%		64	38.6%		129	39.3%	
3. 19-20	27	16.7%		30	18.1%		57	17.4%	
4. 21-24	16	9.9%		22	13.3%		38	11.6%	
5. 25-29	7	4.3%		10	6.0%		17	5.2%	
6. 30-34	10	6.2%		8	4.8%		18	5.5%	
7. 35-39	3	1.9%		2	1.2%		5	1.5%	
8. 40-49	4	2.5%		1	0.6%		5	1.5%	
9. 50 or over	0	0.0%		0	0.0%		0	0.0%	
11. The four-year college/university last attended was:	160		1.8312	165		1.9879	325		1.9108
1. In-state public institution	77	47.5%		70	42.2%		147	44.8%	
2. Out-of-state public institution	51	31.5%		52	31.3%		103	31.4%	
3. In-state private institution	14	8.6%		18	10.8%		32	9.8%	
4. Out-of-state private institution	18	11.1%		25	15.1%		43	13.1%	
12. Select the one statement below which most accurately describes you.	161		1.3540	165		1.3576	326		1.3558
1. I attended one four-year college/university before enrolling at the community/junior college.	120	74.1%		125	75.3%		245	74.7%	
2. I attended 2 or more four-year colleges/universities before enrolling at the community/junior college.	26	16.0%		26	15.7%		52	15.9%	
3. I attended a community/junior college first, then a four-year college/university before enrolling at the present community/junior college.	14	8.6%		13	7.8%		27	8.2%	
13. Indicate your major field of concentration at the four-year college/university last attended.	160		4.6937	164		5.0000	324		4.8488
1. Education	18	11.1%		18	10.8%		36	11.0%	
2. Social Science/Religion	12	7.4%		12	7.2%		24	7.3%	
3. Business Administration	40	24.7%		35	21.1%		75	22.9%	
4. Science/Engineering/Technology	34	21.0%		30	18.1%		64	19.5%	
5. Agriculture/Forestry	1	0.6%		0	0.0%		1	0.3%	
6. Law	1	0.6%		2	1.2%		3	0.9%	
7. Health Fields	13	8.0%		23	13.9%		36	11.0%	
8. Arts/Humanities	18	11.1%		16	9.6%		34	10.4%	
9. Other	23	14.2%		28	16.9%		51	15.5%	
14. Indicate your major field of concentration at this community/junior college.	161		4.8447	165		5.0727	326		4.9601
1. Education	12	7.4%		9	5.4%		21	6.4%	
2. Social Science/Religion	14	8.6%		9	5.4%		23	7.0%	
3. Business Administration	41	25.3%		44	26.5%		85	25.9%	
4. Science/Engineering/Technology	31	19.1%		31	18.7%		62	18.9%	
5. Agriculture/Forestry	1	0.6%		3	1.8%		4	1.2%	
6. Law	6	3.7%		4	2.4%		10	3.0%	
7. Health Fields	16	9.9%		29	17.5%		45	13.7%	
8. Arts/Humanities	20	12.3%		12	7.2%		32	9.8%	
9. Other	20	12.3%		24	14.5%		44	13.4%	
15. Indicate the total number of terms in attendance at the four-year college/university last attended.	158		2.8228	165		2.5939	323		2.7059
1. 1 or less	39	24.1%		57	34.3%		96	29.3%	
2. 2	51	31.5%		41	24.7%		92	28.0%	
3. 3	27	16.7%		30	18.1%		57	17.4%	
4. 4	16	9.9%		16	9.6%		32	9.8%	
5. 5	9	5.6%		8	4.8%		17	5.2%	
6. 6	6	3.7%		4	2.4%		10	3.0%	
7. 7	1	0.6%		1	0.6%		2	0.6%	
8. 8 or more	9	5.6%		8	4.8%		17	5.2%	
16. Indicate the total number of terms in attendance at this community/junior college. (Do not include present term.)	161		2.7702	161		2.6957	322		2.7329
1. 1 or less	60	37.0%		67	40.4%		127	38.7%	
2. 2	25	15.4%		26	15.7%		51	15.5%	
3. 3	28	17.3%		22	13.3%		50	15.2%	
4. 4	22	13.6%		14	8.4%		36	11.0%	
5. 5	10	6.2%		15	9.0%		25	7.6%	
6. 6	5	3.1%		8	4.8%		13	4.0%	
7. 7	4	2.5%		2	1.2%		6	1.8%	
8. 8 or more	7	4.3%		7	4.2%		14	4.3%	

	(SEMINOLE) Number	Percent	Mean	(VALENCIA) Number	Percent	Mean	(COMBINED) Number	Percent	Mean
17. Indicate the total number of hours attempted at all four-year colleges/ universities previously attended.	158		3.6203	164		3.5122	322		3.5652
1. 9 or less	19	11.7%		24	14.5%		43	13.1%	
2. 10-19	37	22.8%		40	24.1%		77	23.5%	
3. 20-29	26	16.0%		34	20.5%		60	18.3%	
4. 30-39	35	21.6%		28	16.9%		63	19.2%	
5. 40-49	13	8.0%		13	7.8%		26	7.9%	
6. 50-59	11	6.8%		2	1.2%		13	4.0%	
7. 60-69	6	3.7%		4	2.4%		10	3.0%	
8. 70 or more	11	6.8%		18	10.8%		29	8.8%	
18. Indicate the total number of hours attempted at this community/junior college. (Do not include present term.)	157		2.9427	160		2.8438	317		2.8927
1. 9 or less	38	23.5%		46	27.7%		84	25.6%	
2. 10-19	47	29.0%		44	26.5%		91	27.7%	
3. 20-29	23	14.2%		24	14.5%		47	14.3%	
4. 30-39	22	13.6%		13	7.8%		35	10.7%	
5. 40-49	7	4.3%		17	10.2%		24	7.3%	
6. 50-59	9	5.6%		6	3.6%		15	4.6%	
7. 60-69	5	3.1%		4	2.4%		9	2.7%	
8. 70 or more	5	3.1%		6	3.6%		11	3.4%	
19. Indicate total overall grade point average at all four-year colleges/ universities previously attended. (On 4-point scale)	160		3.3250	158		3.3101	318		3.3176
1. 1.4 or less	16	9.9%		16	9.6%		32	9.8%	
2. 1.5-1.9	42	25.9%		44	26.5%		86	26.2%	
3. 2.0-2.4	31	19.1%		29	17.5%		60	18.3%	
4. 2.5-2.9	30	18.5%		36	21.7%		66	20.1%	
5. 3.0-3.4	29	17.9%		17	10.2%		46	14.0%	
6. 3.5-3.9	10	6.2%		10	6.0%		20	6.1%	
7. 4.0	2	1.2%		5	3.0%		7	2.1%	
20. Indicate overall grade point average at this community/junior college. (On 4-point scale)	155		5.0968	152		4.9737	307		5.0358
1. 1.4 or less	2	1.2%		1	0.6%		3	0.9%	
2. 1.5-1.9	2	1.2%		7	4.2%		9	2.7%	
3. 2.0-2.4	20	12.3%		12	7.2%		32	9.8%	
4. 2.5-2.9	21	13.0%		30	18.1%		51	15.5%	
5. 3.0-3.4	44	27.2%		45	27.1%		89	27.1%	
6. 3.5-3.9	44	27.2%		41	24.7%		85	25.9%	
7. 4.0	21	13.0%		15	9.0%		36	11.0%	
21. How many hours a week did you work while enrolled at last four-year college/university attended?	161		5.0870	164		4.6037	325		4.8431
1. None	56	34.6%		67	40.4%		123	37.5%	
2. 1-5	7	4.3%		5	3.0%		12	3.7%	
3. 6-10	3	1.9%		5	3.0%		8	2.4%	
4. 11-15	5	3.1%		5	3.0%		10	3.0%	
5. 16-20	7	4.3%		10	6.0%		17	5.2%	
6. 21-25	12	7.4%		9	5.4%		21	6.4%	
7. 26-30	11	6.8%		11	6.6%		22	6.7%	
8. 31-35	4	2.5%		6	3.6%		10	3.0%	
9. More than 35	56	34.6%		46	27.7%		102	31.1%	
22. How many hours a week do you work now, while attending community/ junior college?	160		6.7875	164		6.6159	324		6.7006
1. None	25	15.4%		30	18.1%		55	16.8%	
2. 1-5	5	3.1%		2	1.2%		7	2.1%	
3. 6-10	1	0.6%		2	1.2%		3	0.9%	
4. 11-15	5	3.1%		3	1.8%		8	2.4%	
5. 16-20	11	6.8%		12	7.2%		23	7.0%	
6. 21-25	9	5.6%		10	6.0%		19	5.8%	
7. 26-30	6	3.7%		12	7.2%		18	5.5%	
8. 31-35	5	3.1%		8	4.8%		13	4.0%	
9. More than 35	93	57.1%		85	51.2%		178	54.3%	

	(SEMINOLE)			(VALENCIA)			(COMBINED)		
	Number	Percent	Mean	Number	Percent	Mean	Number	Percent	Mean
23. Indicate the main source of transportation you are using while attending this community/junior college.	160		2.1375	164		2.3780	324		2.2593
1. Walking	3	1.9%		0	0.0%		3	0.9%	
2. Personal car or truck	146	90.1%		149	89.8%		295	89.9%	
3. Car pool	8	4.9%		6	3.6%		14	4.3%	
4. College transportation	0	0.0%		0	0.0%		0	0.0%	
5. Public transportation (bus, train, etc.)	0	0.0%		1	0.6%		1	0.3%	
6. Bicycle	1	0.6%		0	0.0%		1	0.3%	
7. Taxi	0	0.0%		0	0.0%		0	0.0%	
8. Motorcycle	1	0.6%		3	1.8%		4	1.2%	
9. Business vehicle	1	0.6%		5	3.0%		6	1.8%	
24. Indicate the time lapse between leaving the four-year college/university last attended and entering this community/junior college.	159		6.0440	163		5.7117	322		5.8758
1. Less than one month	16	9.9%		17	10.2%		33	10.1%	
2. 1-3 months	20	12.3%		29	17.5%		49	14.9%	
3. 4-6 months	13	8.0%		13	7.8%		26	7.9%	
4. 7-9 months	11	6.8%		12	7.2%		23	7.0%	
5. 10-12 months	8	4.9%		8	4.8%		16	4.9%	
6. 13-15 months	9	5.6%		5	3.0%		14	4.3%	
7. 16-18 months	4	2.5%		4	2.4%		8	2.4%	
8. 19-21 months	2	1.2%		4	2.4%		6	1.8%	
9. More than 21 months	76	46.9%		71	42.8%		147	44.8%	
25. When was the last term you were in attendance at the four-year college/university last attended?	157		2.5732	160		2.5187	317		2.5457
1. Before Winter, 1972	107	66.0%		105	63.3%		212	64.6%	
2. Winter, 1972	4	2.5%		11	6.6%		15	4.6%	
3. Spring, 1972	7	4.3%		10	6.0%		17	5.2%	
4. Summer, 1972	4	2.5%		1	0.6%		5	1.5%	
5. Fall, 1972	5	3.1%		3	1.8%		8	2.4%	
6. Winter, 1973	6	3.7%		6	3.6%		12	3.7%	
7. Spring, 1973	10	6.2%		11	6.6%		21	6.4%	
8. Summer, 1973	5	3.1%		3	1.8%		8	2.4%	
9. Fall, 1973	9	5.6%		10	6.0%		19	5.8%	
26. What was the most influential factor in you choosing to enroll in the four-year college/university last attended?	149		4.6040	154		4.1753	303		4.3861
1. Academic reputation	25	15.4%		31	18.7%		56	17.1%	
2. Campus atmosphere	11	6.8%		8	4.8%		19	5.8%	
3. Parents or relatives went there	12	7.4%		6	3.6%		18	5.5%	
4. Special programs or courses offered	41	25.3%		58	34.9%		99	30.2%	
5. Friends planning to go there	7	4.3%		12	7.2%		19	5.8%	
6. Size of college	5	3.1%		9	5.4%		14	4.3%	
7. Low cost	23	14.2%		12	7.2%		35	10.7%	
8. Away from home	12	7.4%		14	8.4%		26	7.9%	
9. Opportunity to work	13	8.0%		4	2.4%		17	5.2%	
27. What was the most influential factor in your decision to attend this community/junior college?	153		5.9150	157		5.8025	310		5.8581
1. Good academic reputation	14	8.6%		9	5.4%		23	7.0%	
2. Campus atmosphere	2	1.2%		7	4.2%		9	2.7%	
3. Parents wanted me to go there	1	0.6%		0	0.0%		1	0.3%	
4. Special programs or courses offered	33	20.4%		44	26.5%		77	23.5%	
5. Friends decided to attend	3	1.9%		0	0.0%		3	0.9%	
6. Low cost	22	13.6%		20	12.0%		42	12.8%	
7. Closeness to home	40	24.7%		40	24.1%		80	24.4%	
8. Because of academic problems at four-year school or unable to return to four-year school	17	10.5%		21	12.7%		38	11.6%	
9. Opportunity to work while attending	21	13.0%		16	9.6%		37	11.3%	
28. When comparing the expected student performance level of the four-year college/university with this community/junior college, which statement best describes your feelings?	157		2.4841	162		2.3704	319		2.4263
1. The four-year college/university expected a great deal more.	37	22.9%		37	22.3%		74	22.6%	
2. The four-year college/university expected a little more.	33	20.4%		46	27.7%		79	24.1%	
3. The four-year college/university expected about the same.	70	43.2%		69	41.6%		139	42.4%	
4. The four-year college/university expected a little less.	10	6.2%		7	4.2%		17	5.2%	
5. The four-year college/university expected a lot less.	6	3.7%		1	0.6%		7	2.1%	

	(SEMINOLE) Number	Percent	Mean	(VALENCIA) Number	Percent	Mean	(COMBINED) Number	Percent	Mean
29. When comparing courses at the four-year college/university and courses at this community/junior college and the amount you learned, which statement best describes your feelings?	156		3.5577	162		3.4444	318		3.5000
1. I learned much more at the four-year college/university.	8	4.9%		10	6.0%		18	5.5%	
2. I learned a little more at the four-year college/university.	11	6.8%		22	13.3%		33	10.1%	
3. I learned about the same at the four-year college/university.	63	38.9%		58	34.9%		121	36.9%	
4. I learned a little less at the four-year college/university.	34	21.0%		30	18.1%		64	19.5%	
5. I learned a lot less at the four-year college/university.	40	24.7%		42	25.3%		82	25.0%	
30. When comparing the four-year college/university and this community/junior college as to quality of instruction, which statement best describes your feelings?	156		2.9872	161		3.0124	317		3.0000
1. The four-year college/university provided a much higher quality of instruction.	7	4.3%		10	6.0%		17	5.2%	
2. The four-year college/university provided a somewhat higher quality of instruction.	36	22.2%		29	17.5%		65	19.8%	
3. The four-year college/university provided about the same quality of instruction.	77	47.5%		84	50.6%		161	49.1%	
4. The four-year college/university provided a somewhat lower quality of instruction.	24	14.8%		26	15.7%		50	15.2%	
5. The four-year college/university provided a much lower quality of instruction.	12	7.4%		11	6.6%		23	7.0%	
31. When comparing the academic advisement process <u>at both</u> the four-year college/university and this community/junior college, indicate which statement below best describes your feelings about academic advising.	155		3.7935	162		3.9691	317		3.8833
1. The four-year college/university provided me with a much greater service.	6	3.7%		5	3.0%		11	3.4%	
2. The four-year college/university provided me with a better service.	11	6.8%		9	5.4%		20	6.1%	
3. The four-year college/university and the community/junior college provided me with about the same service.	53	32.7%		52	31.3%		105	32.0%	
4. The four-year college/university provided me with less service.	41	25.3%		40	24.1%		81	24.7%	
5. The four-year college/university provided me with much less service.	27	16.7%		32	19.3%		59	18.0%	
6. I did not receive academic advisement <u>at both</u> institutions.	17	10.5%		24	14.5%		41	12.5%	
32. Which statement below best describes your feelings concerning your experience with professional counselors?	154		4.0455	159		4.1887	313		4.1182
1. The four-year college/university provided me with a much greater service.	4	2.5%		4	2.4%		8	2.4%	
2. The four-year college/university provided me with better service.	12	7.4%		10	6.0%		22	6.7%	
3. The four-year college/university provided me with about the same service.	44	27.2%		42	25.3%		86	26.2%	
4. The four-year college/university provided me with less service.	36	22.2%		37	22.3%		73	22.3%	
5. The four-year college/university provided me with much less service.	29	17.9%		28	16.9%		57	17.4%	
6. I have not seen a professional counselor <u>at both</u> the four-year college/university and this community/junior college.	29	17.9%		38	22.9%		67	20.4%	
33. Choose the statement below which best describes your future plans.	146		2.4931	152		2.4342	298		2.4631
1. I plan to graduate from this community/junior college and then return to the same four-year college/university.	14	8.6%		22	13.3%		36	11.0%	
2. I plan to graduate from this community/junior college and return to a four-year college/university other than the one I previously attended.	81	50.0%		82	49.4%		163	49.7%	
3. I plan to graduate from this community/junior college and have definite plans, but they do not include more formal education.	22	13.6%		15	9.0%		37	11.3%	
4. I plan to graduate from this community/junior college but have no definite plans after that.	23	14.2%		27	16.3%		50	15.2%	
5. I plan as soon as possible and before graduating from this community/junior college to return to the same four-year college/university.	6	3.7%		5	3.0%		11	3.4%	
34. How do you feel about your academic preparation for your program at the four-year college/university last attended?	156		2.6026	163		2.6380	319		2.6207
1. Excellent	25	15.4%		20	12.0%		45	13.7%	
2. Good	52	32.1%		52	31.3%		104	31.7%	
3. Average	48	29.6%		63	38.0%		111	33.8%	
4. Poor (below average)	22	13.6%		23	13.9%		45	13.7%	
5. Not at all	9	5.6%		5	3.0%		14	4.3%	
35. How do you feel about your academic preparation for your program at this college?	161		2.0373	164		2.0061	325		2.0215
1. Excellent	46	28.4%		39	23.5%		85	25.9%	
2. Good	76	46.9%		86	51.8%		162	49.4%	
3. Average	28	17.3%		38	22.9%		66	20.1%	
4. Poor (below average)	9	5.6%		1	0.6%		10	3.0%	
5. Not at all	2	1.2%		0	0.0%		2	0.6%	

	(SEMINOLE)			(VALENCIA)			(COMBINED)		
	Number	Percent	Mean	Number	Percent	Mean	Number	Percent	Mean
36. Academically, where would you say your overall high school grades placed you in your graduating class? (Mark only one)	161		1.6584	165		1.6061	326		1.6319
1. Top one-third	71	43.8%		81	48.8%		152	46.3%	
2. Middle one-third	76	46.9%		69	41.6%		145	44.2%	
3. Lower one-third	12	7.4%		14	8.4%		26	7.9%	
37. How do you feel you applied yourself according to your capabilities at the four-year college/university last attended?	161		3.0932	165		3.2182	326		3.1564
1. Maximum effort	14	8.6%		9	5.4%		23	7.0%	
2. Above average	31	19.1%		33	19.9%		64	19.5%	
3. Average	56	34.6%		51	30.7%		107	32.6%	
4. Below average	46	28.4%		57	34.3%		103	31.4%	
5. Not at all	14	8.6%		15	9.0%		29	8.8%	
38. How do you feel you are applying yourself according to your capabilities at this community/junior college?	161		2.2795	166		2.3855	327		2.3333
1. Maximum effort	28	17.3%		23	13.9%		51	15.5%	
2. Above average	74	45.7%		71	42.8%		145	44.2%	
3. Average	46	28.4%		58	34.9%		104	31.7%	
4. Below average	12	7.4%		13	7.8%		25	7.6%	
5. Not at all	1	0.6%		1	0.6%		2	0.6%	
39. How do you feel about your academic program at this community/junior college?	158		1.6203	163		1.7791	321		1.7009
1. I am doing what I like now.	108	66.7%		97	58.4%		205	62.5%	
2. I am undecided, but I will find what I want.	20	12.3%		25	15.1%		45	13.7%	
3. I am going to continue my current program no matter what.	14	8.6%		26	15.7%		40	12.2%	
4. I am undecided, and I do not know in what direction to go.	14	8.6%		10	6.0%		24	7.3%	
5. I am in the wrong program and plan to change.	2	1.2%		5	3.0%		7	2.1%	
40. While attending the four-year college/university, what was your credit-hour load?	160		1.6812	163		1.6871	323		1.6842
1. Full-time student	107	66.0%		120	72.3%		227	69.2%	
2. About three-quarter time	17	10.5%		2	1.2%		19	5.8%	
3. About one-half time	16	9.9%		13	7.8%		29	8.8%	
4. About one-quarter time or less	20	12.3%		28	16.9%		48	14.6%	
41. While in attendance at this community/junior college, what is your current credit-hour load?	159		2.2767	161		2.2298	320		2.2531
1. Full-time student	61	37.7%		74	44.6%		135	41.2%	
2. About three-quarter time	25	15.4%		19	11.4%		44	13.4%	
3. About one-half time	41	25.3%		25	15.1%		66	20.1%	
4. About one-quarter time	32	19.8%		43	25.9%		75	22.9%	
42. Indicate the <u>main source</u> of financial assistance you received while enrolled in the four-year college/university last attended. (Mark only one)	160		2.9500	161		2.6832	321		2.8162
1. Parent(s)	62	38.3%		79	47.6%		141	43.0%	
2. Spouse	6	3.7%		5	3.0%		11	3.4%	
3. Loan	10	6.2%		7	4.2%		17	5.2%	
4. Personal earnings and savings	52	32.1%		43	25.9%		95	29.0%	
5. V.A.	24	14.8%		19	11.4%		43	13.1%	
6. Social Security	2	1.2%		1	0.6%		3	0.9%	
7. Scholarship	4	2.5%		7	4.2%		11	3.4%	
43. Indicate the <u>secondary source</u> of financial assistance received while enrolled in the four-year college/university last attended. (Mark only one)	154		3.2662	158		3.1899	312		3.2276
1. Parent(s)	39	24.1%		44	26.5%		83	25.3%	
2. Spouse	9	5.6%		5	3.0%		14	4.3%	
3. Loan	3	1.9%		7	4.2%		10	3.0%	
4. Personal earnings and savings	89	54.9%		90	54.2%		179	54.6%	
5. V.A.	7	4.3%		6	3.6%		13	4.0%	
6. Social Security	4	2.5%		3	1.8%		7	2.1%	
7. Scholarship	2	1.2%		3	1.8%		5	1.5%	
44. What is your best estimate of the annual amount of financial assistance received while enrolled in the four-year college/university last attended?	150		2.8400	149		3.0134	299		2.9264
1. $499 or less	59	36.4%		57	34.3%		116	35.4%	
2. $500-$799	18	11.1%		13	7.8%		31	9.5%	
3. $800-$1,099	23	14.2%		13	7.8%		36	11.0%	
4. $1,100-$1,499	14	8.6%		25	15.1%		39	11.9%	
5. $1,500-$2,499	20	12.3%		25	15.1%		45	13.7%	
6. $2,500-$3,499	6	3.7%		10	6.0%		16	4.9%	
7. $3,500 or more	10	6.2%		6	3.6%		16	4.9%	

	(SEMINOLE)			(VALENCIA)			(COMBINED)		
	Number	Percent	Mean	Number	Percent	Mean	Number	Percent	Mean
45. Indicate the main source of financial assistance being received while attending this community/junior college. (Mark only one)	159		3.5157	165		3.6606	324		3.5895
1. Parent(s)	28	17.3%		24	14.5%		52	15.9%	
2. Spouse	18	11.1%		16	9.6%		34	10.4%	
3. Loan	2	1.2%		2	1.2%		4	1.2%	
4. Personal earnings and savings	71	43.8%		79	47.6%		150	45.7%	
5. V.A.	36	22.2%		40	24.1%		76	23.2%	
6. Social Security	3	1.9%		2	1.2%		5	1.5%	
7. Scholarship	1	0.6%		2	1.2%		3	0.9%	
46. Indicate secondary source if financial assistance is being received while attending this community/junior college. (Mark only one)	132		3.5530	154		3.5714	286		3.5629
1. Parent(s)	16	9.9%		23	13.9%		39	11.9%	
2. Spouse	19	11.7%		13	7.8%		32	9.8%	
3. Loan	1	0.6%		5	3.0%		6	1.8%	
4. Personal earnings and savings	76	46.9%		88	53.0%		164	50.0%	
5. V.A.	15	9.3%		19	11.4%		34	10.4%	
6. Social Security	3	1.9%		3	1.8%		6	1.8%	
7. Scholarship	1	0.6%		3	1.8%		4	1.2%	
47. What is your best estimate of the annual amount of financial assistance you are receiving while enrolled in the community/junior college?	137		2.7299	150		3.0067	287		2.8746
1. $499 or less	70	43.2%		67	40.4%		137	41.8%	
2. $500-$799	15	9.3%		8	4.8%		23	7.0%	
3. $800-$1,099	6	3.7%		14	8.4%		20	6.1%	
4. $1,100-$1,499	7	4.3%		15	9.0%		22	6.7%	
5. $1,500-$2,499	17	10.5%		21	12.7%		38	11.6%	
6. $2,500-$3,499	11	6.8%		16	9.6%		27	8.2%	
7. $3,500 or more	11	6.8%		7	4.2%		18	5.5%	
48. What is the best estimate of your family annual household income?	159		5.6792	163		5.4969	322		5.5870
1. Below $3,000	6	3.7%		4	2.4%		10	3.0%	
2. $3,000-$5,999	6	3.7%		13	7.8%		19	5.8%	
3. $6,000-$7,499	8	4.9%		11	6.6%		19	5.8%	
4. $7,500-$8,999	17	10.5%		19	11.4%		36	11.0%	
5. $9,000-$11,999	26	16.0%		35	21.1%		61	18.6%	
6. $12,000-$17,999	50	30.9%		33	19.9%		83	25.3%	
7. $18,000-$22,999	19	11.7%		15	9.0%		34	10.4%	
8. Above $23,000	13	8.0%		18	10.8%		31	9.5%	
9. Cannot estimate	14	8.6%		15	9.0%		29	8.8%	
49. Indicate the educational level of your father. (Mark only one)	160		3.6000	165		3.8000	325		3.7015
1. 8th grade or less	29	17.9%		26	15.7%		55	16.8%	
2. Above 8th grade but did not graduate	22	13.6%		19	11.4%		41	12.5%	
3. High school graduate	39	24.1%		49	29.5%		88	26.8%	
4. Attended postsecondary school but did not receive a degree or certificate	24	14.8%		21	12.7%		45	13.7%	
5. Associate degree or postsecondary certificate	17	10.5%		8	4.8%		25	7.6%	
6. Bachelor's degree	13	8.0%		21	12.7%		34	10.4%	
7. Master's degree	7	4.3%		10	6.0%		17	5.2%	
8. Post-Master work	3	1.9%		3	1.8%		6	1.8%	
9. Doctor's degree or more	6	3.7%		8	4.8%		14	4.3%	
50. Indicate the educational level of your mother. (Mark only one)	160		3.3062	165		3.4242	325		3.3662
1. 8th grade or less	14	8.6%		19	11.4%		33	10.1%	
2. Above 8th grade but did not graduate from high school	23	14.2%		18	10.8%		41	12.5%	
3. High school graduate	69	42.6%		69	41.6%		138	42.1%	
4. Attended a postsecondary institution but did not receive a degree or certificate	26	16.0%		33	19.9%		59	18.0%	
5. Associate degree or postsecondary certificate	12	7.4%		4	2.4%		16	4.9%	
6. Bachelor's degree	14	8.6%		12	7.2%		26	7.9%	
7. Master's degree	2	1.2%		5	3.0%		7	2.1%	
8. Post-Master work	0	0.0%		1	0.6%		1	0.3%	
9. Doctor's degree or more	0	0.0%		4	2.4%		4	1.2%	

	(SEMINOLE) Number	Percent	Mean	(VALENCIA) Number	Percent	Mean	(COMBINED) Number	Percent	Mean
51. Which of the following best describes your father's occupation? If deceased or unemployed, indicate former occupation. (Mark only one)	159		5.4843	163		5.4049	322		5.4441
1. Unskilled worker, labor	10	6.2%		5	3.0%		15	4.6%	
2. Semi-skilled (e.g. machine operator)	12	7.4%		16	9.6%		28	8.5%	
3. Service worker (policeman, fireman, barber, cosmetologist, military non-commissioned officer, etc.)	12	7.4%		18	10.8%		30	9.1%	
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)	20	12.3%		29	17.5%		49	14.9%	
5. Salesman, bookkeeper, secretary, office worker, etc.	19	11.7%		12	7.2%		31	9.5%	
6. Semi-professional or technical (laboratory or individual technician, draftsman, etc.)	13	8.0%		9	5.4%		22	6.7%	
7. Owner, manager, partner small business, lower level governmental official, commissioned officer in military	46	28.4%		42	25.3%		88	26.8%	
8. Profession requiring at least bachelor's degree (engineering, elementary or secondary teacher, social welfare)	16	9.9%		22	13.3%		38	11.6%	
9. Profession requiring advanced college degree (doctor, lawyer, college professor, etc.)	11	6.8%		10	6.0%		21	6.4%	
52. Which of the following best describes your mother's occupation? If she is deceased or is no longer employed, indicate her former employment. (Mark only one)	149		4.2550	156		4.1603	305		4.2066
1. Unskilled worker, labor	26	16.0%		30	18.1%		56	17.1%	
2. Semi-skilled (e.g. machine operator)	16	9.9%		24	14.5%		40	12.2%	
3. Service worker (policeman, fireman, barber, cosmetologist, military non-commissioned officer, etc.)	11	6.8%		11	6.6%		22	6.7%	
4. Skilled worker or craftsman (carpenter, electrician, plumber, etc.)	1	0.6%		5	3.0%		6	1.8%	
5. Salesman, bookkeeper, secretary, office worker, etc.	62	38.3%		48	28.9%		110	33.5%	
6. Semi-professional or technician (laboratory or individual technician, draftsman, etc.)	12	7.4%		10	6.0%		22	6.7%	
7. Owner, manager, partner small business, lower level governmental official, commissioned officer in military	11	6.8%		11	6.6%		22	6.7%	
8. Profession requiring at least bachelor's degree (engineer, elementary or secondary teacher, social welfare)	10	6.2%		12	7.2%		22	6.7%	
9. Profession requiring advanced college degree (doctor, lawyer, college professor, etc.)	0	0.0%		5	3.0%		5	1.5%	

APPENDIX 3

THE REVERSE TRANSFER STUDENT IN THE COMMUNITY COLLEGE

COLLEGE GOVERNANCE MODULE

by

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A PRACTICUM PROPOSAL PRESENTED TO NOVA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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THE REVERSE TRANSFER STUDENT IN THE COMMUNITY COLLEGE

(A Practicum Proposal)

Heretofore much attention at the community college level has been devoted to students who transfer from a community college to a four-year college or university, while very little attention has been given to those students who first enroll in a four-year institution and then transfer to a community college. If the community college is to meet the needs of all its constituents, it must concern itself with those special needs and interests of the reverse transfer student. The project described herein is a study to determine the nature and characteristics of the reverse transfer student in the community college.

Statement of the Problem:

Is there a significant difference in the academic performance, as measured by grade point average (GPA), of the reverse transfer student at the community college compared with his academic performance at the four-year college or university? Is there a commonality among the reasons offered by reverse transfer students for transferring from a four-year institution to a community college? Is there a commonality of demographic characteristics which might explain any difference in academic performance? Is there a commonality in the perceptions of reverse transfer students with regard to the difference in their academic performance at the four-year institution and at the community college? To what extent do the differences vary among community colleges in the same metropolitan area--Brevard Community College, Seminole Junior College and Valencia Community

College?

Hypotheses:

The hypotheses tested by the study are:

Hypothesis 1: The findings will show a significant improvement in the academic performance of the reverse transfer student at the community college compared with his performance at the four-year institution. Moreover, there will be a commonality of demographic characteristics which might explain any difference in academic performance.

Hypothesis 2: The findings will show a commonality of reasons offered among reverse transfer students for transferring from a four-year institution to a community college.

Hypothesis 3: The findings will show a commonality among the students' perceptions with regard to the difference in their academic performance at the four-year institution compared with the community college.

Hypothesis 4: The findings will show no significant difference among reverse transfer students at Brevard Community College, Seminole Junior College and Valencia Community College.

Background and Significance of Study:

With the implementation of Florida's Master Plan for community colleges, providing for a community college within commuting distance of every student in the state, the number of students transferring from four-year colleges and

universities to the community college has rapidly increased.

Heretofore much of the literature on student personnel services and the attention of community colleges themselves have been on those students who enroll in the community college and then transfer to a four-year college or university. Very little attention has been paid to those students who first enroll in a four-year college or university and later transfer to a community college.

Some suggest that in the reverse transfer student the community college has a new constituency with special needs and interests to be served. Others suggest that there is no significant difference between the reverse transfer students and those who initially enroll in the community college. However, there is enough discussion and concern over the phenomenon of the reverse transfer student to merit a formal inquiry into the nature and characteristics of the reverse transfer student and the implications for community colleges. A review of the literature reveals no significant study to date on this topic.

The study which follows is a result of a survey of reverse transfer students currently enrolled at three community colleges in Central Florida: Brevard Community College, Cocoa; Seminole Junior College, Sanford; and Valencia Community College, Orlando. The results of this survey will be studied, analyzed and used in the future planning and development of programs to meet those special needs and interests of reverse transfer students in the community college.

Definition of Terms:

1. Reverse transfer student (RTS) - Undergraduate students who attended a four-year college or university prior to enrolling in a community

college

2. Target group of the survey - All RTSs who enrolled during the 1973-74 term at Brevard Community College, Cocoa; Seminole Junior College, Sanford; or Valencia Community College, Orlando
3. NAPTAF - National Practicum Task Force on the RTS sponsored by Nova University

Limitations of the Study:

The limitations of the study are as follows:

1. This proposal, designed for three Central Florida community colleges, may not be applicable to other community colleges throughout the state and the nation.
2. The categories and choices on the survey instrument may not be comprehensive enough to obtain an accurate assessment of the opinions and needs of the respondents.
3. Since the survey of the reverse transfer student at the three local community colleges is not a random sample of community colleges throughout the state and the nation, one cannot generalize to the universe of all reverse transfer students in all community colleges.
4. The difficulty of obtaining a high rate of return from the mailed questionnaires could cloud the results of the survey.
5. The accuracy of statistical data on the questionnaire will depend on the honesty and recall of the respondents.

Basic Assumptions:

The basic assumptions on which this study is based are as follows:

1. While the target population survey was not chosen throughout the state or the nation, the responses are indicative of the general opinion of reverse transfer students among all community colleges.
2. The individuals of the target groups surveyed are representative of their peers throughout the state and the nation.
3. The survey instrument is comprehensive enough to obtain an accurate account of the nature and characteristics of the reverse transfer student.
4. There is a need for a formal inquiry into the nature and characteristics of the reverse transfer student.
5. The statistical data obtained from the questionnaire is reasonably honest and accurate to give a true account of the real opinions and characteristics of the respondents.

Procedures for Collecting Data:

The procedures for collecting data are as follows:

1. The survey questionnaire is received from NAPTAF and Nova University.
2. The survey questionnaire is mailed to all RTSs enrolled during the fall term, 1973-74, at Brevard Community College, Seminole Junior College and Valencia Community College. Two additional follow-up questionnaires will be mailed to those who did not respond to the first.
3. The questionnaire will be color-coded for each community college. The

results will be key punched, tabulated and calculated by the Valencia Community College Data Processing Department.

Procedures for Treating Data:

The procedures for treating data are as follows:

Hypothesis 1:

1. The procedures for assimilating and analyzing the data will be worked out in tandem with Nova University and NAPTAF.

Hypothesis 2:

1. Same as Hypothesis 1.

Hypothesis 3:

1. Same as Hypothesis 1.

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